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ABSTRACT

The basic elements of good citizenship, the rights and responsibilities of citizens under law, and the possible long and short term consequences of violating it are emphasized in this guide for teaching fourteen taped lessons for the 8th grade unit, "You and the Law." Twenty-five designs for transparencies which are to assist in teaching six of the lessons are provided here. A prerequisite to the course is that students have studied constitutional history and constitutional amendments. Students objectively analyze and discuss viewpoints concerning constitutional rights, liberties, civil rights, growth of crime, and examine individual biases. Additional approaches suggested are improving listening skills, and using case studies. Sixteen lessons are presented with a brief description of the audio-taped recordings and background, and suggested class discussion questions. A short, selected list of additional materials which emphasize the case approach is provided. (SJM)

ED 065394

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CATION POSITION OR POLICY.

YOU AND THE LAW

A UNIT ON CITIZENSHIP, GRADE 8

Designs for Transparencies
(Lessons 2, 5, 8, 11, 12, 13)

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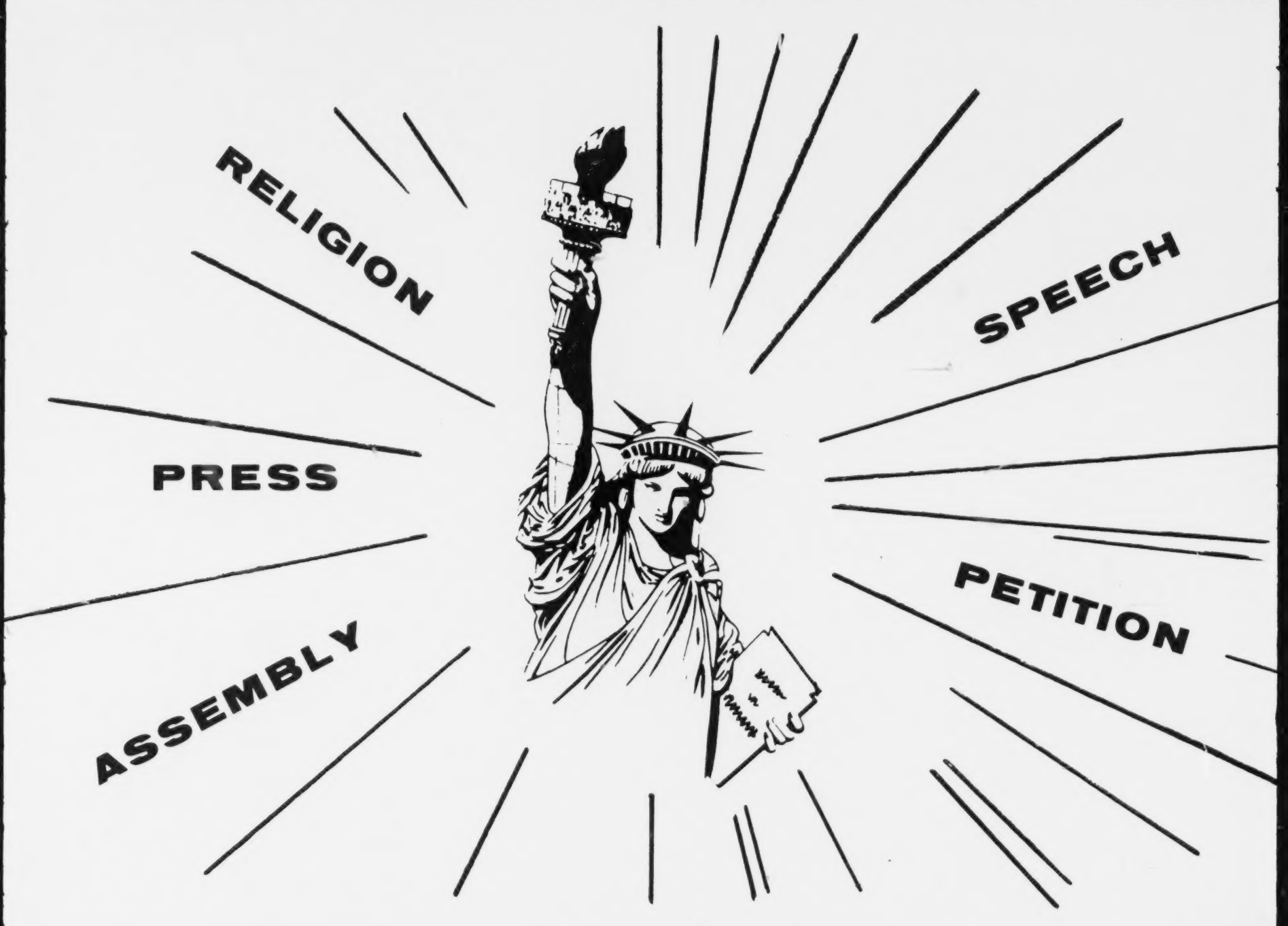
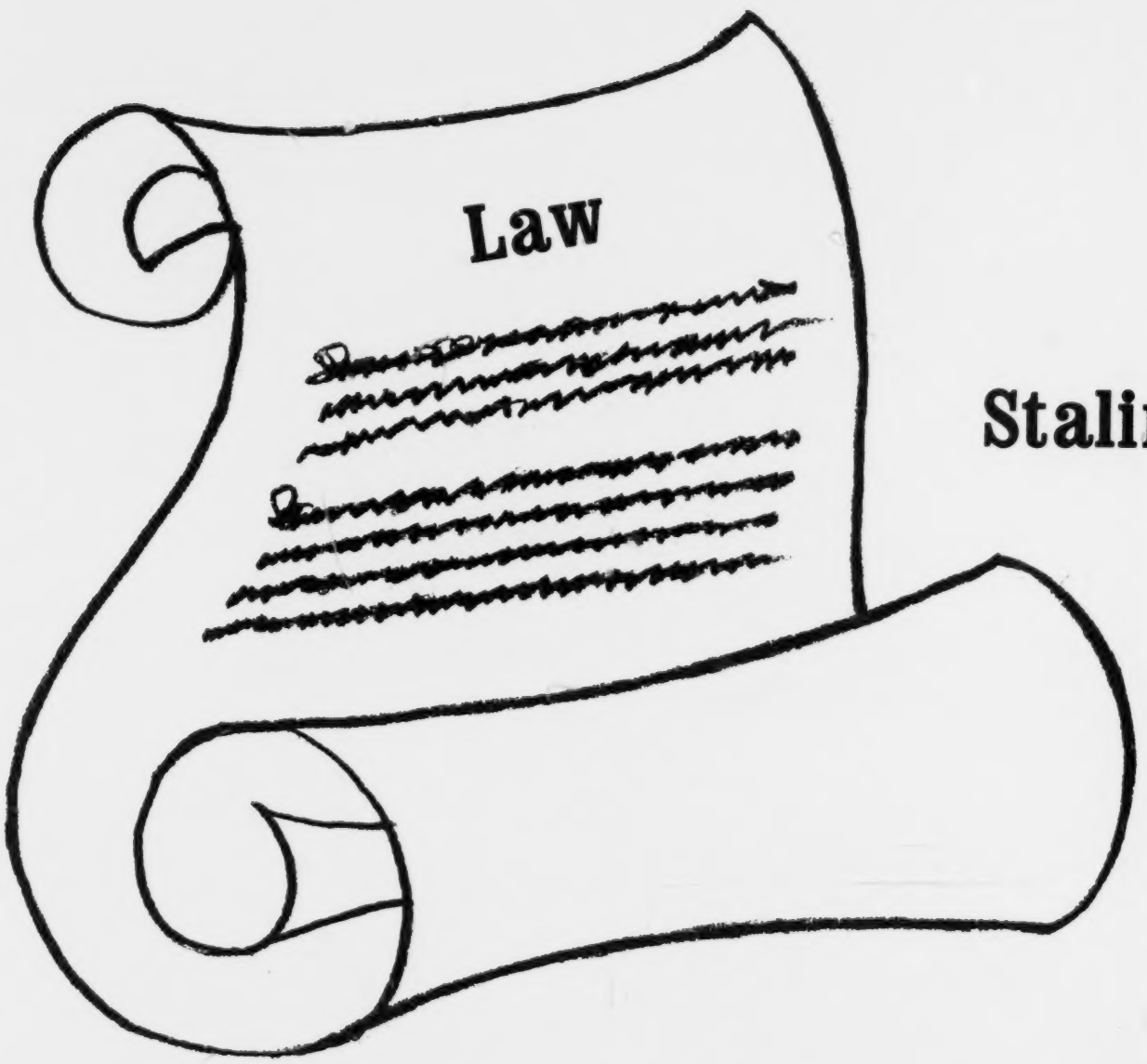
JANUARY, 1969

TEA - 685

GOVERNMENT OF LAW GUARANTEES THE RIGHTS OF MAN



GOVERNMENT OF LAW



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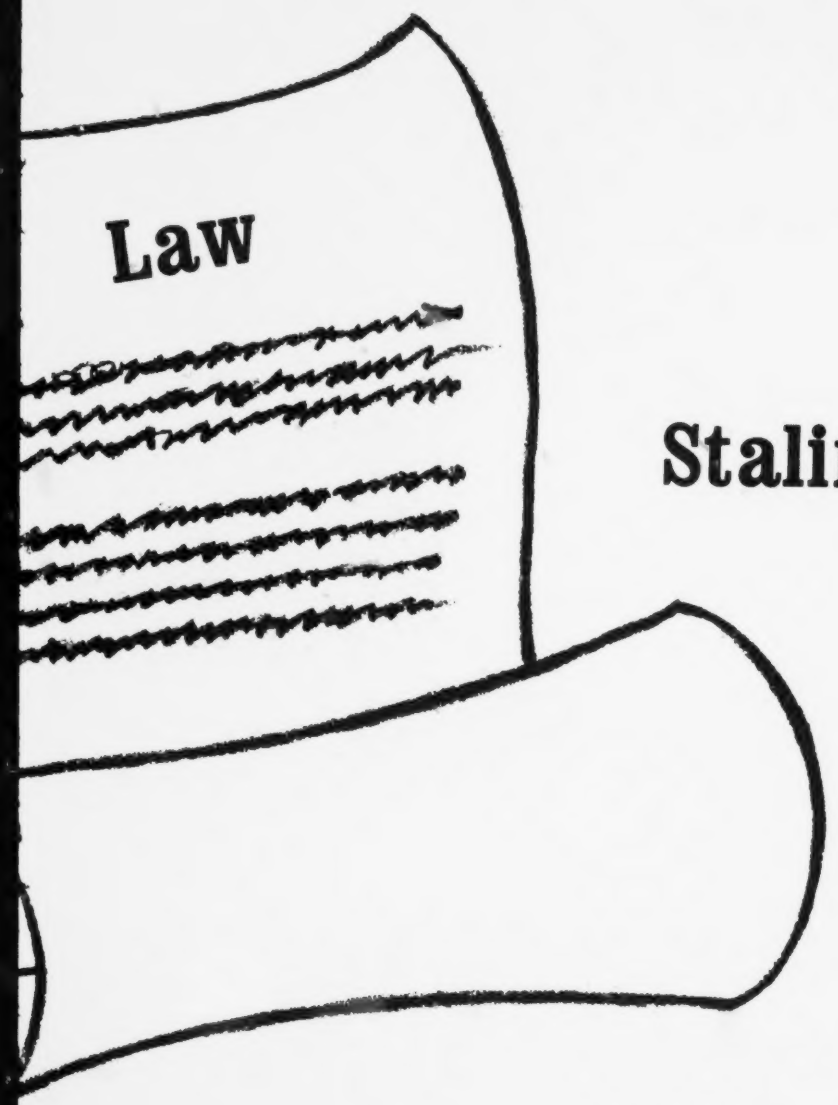

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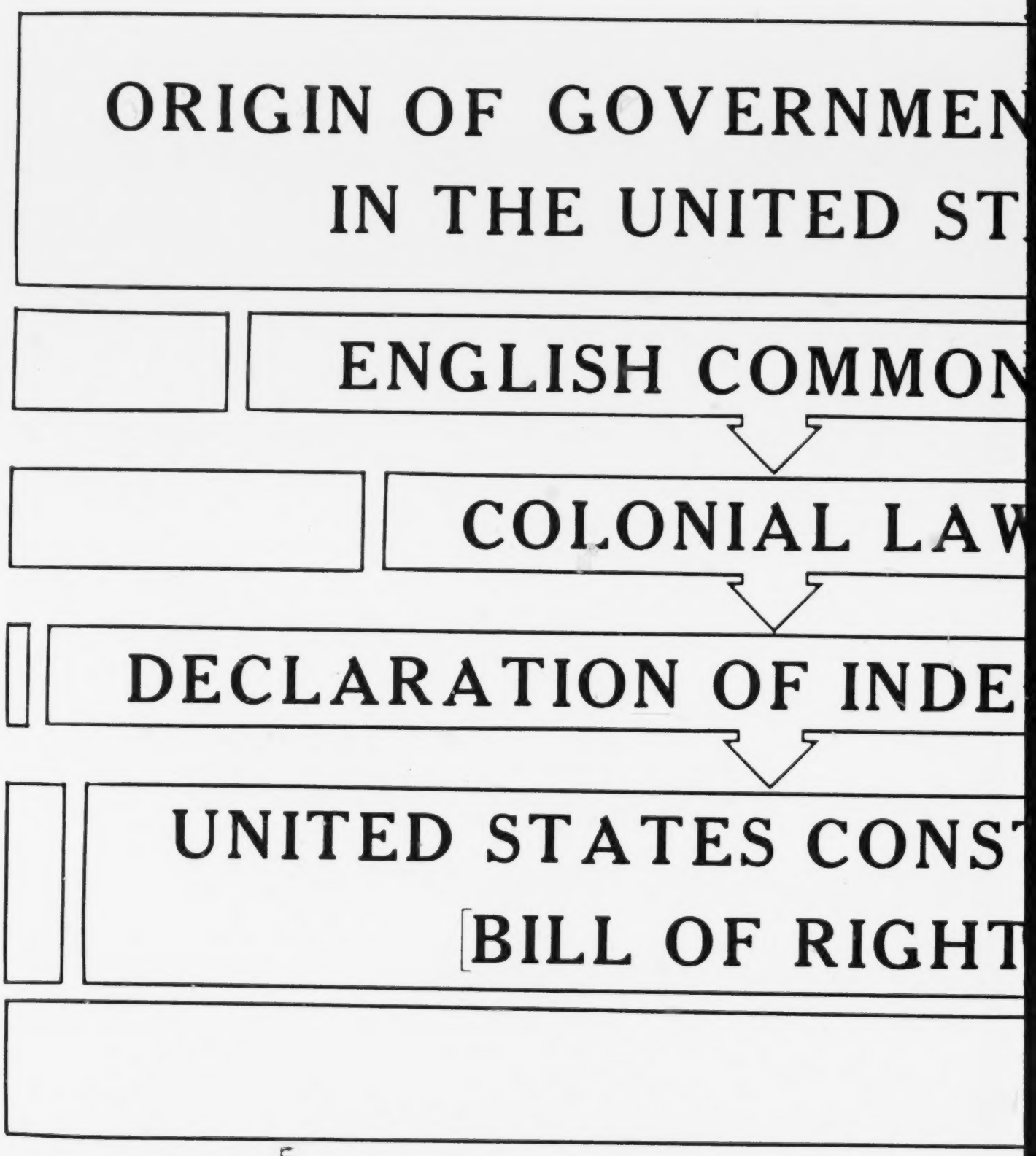
ORIGIN OF GOVERNMEN
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RATION OF INDEPENDENCE

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GOVERNMENT OF LAW
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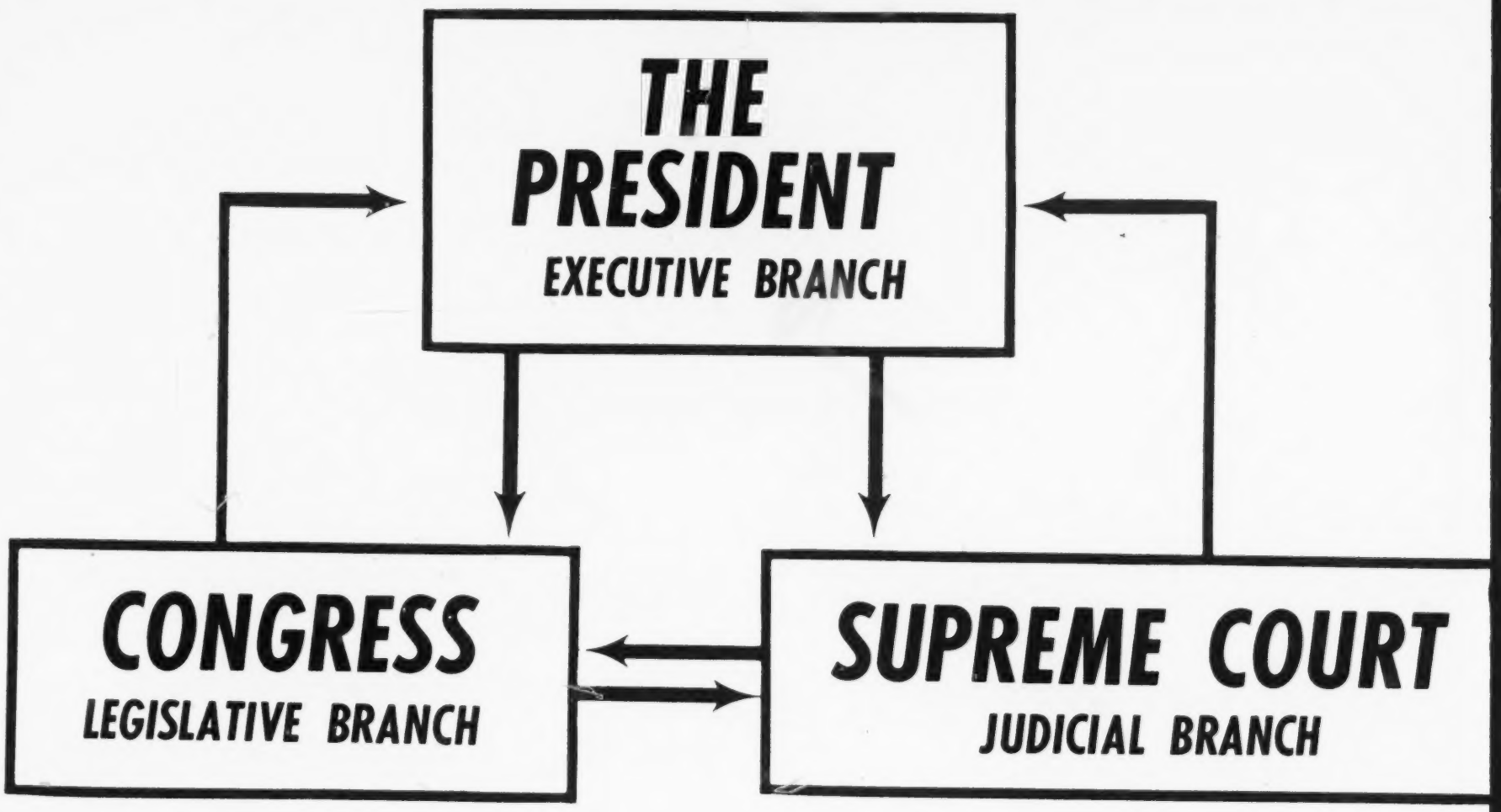

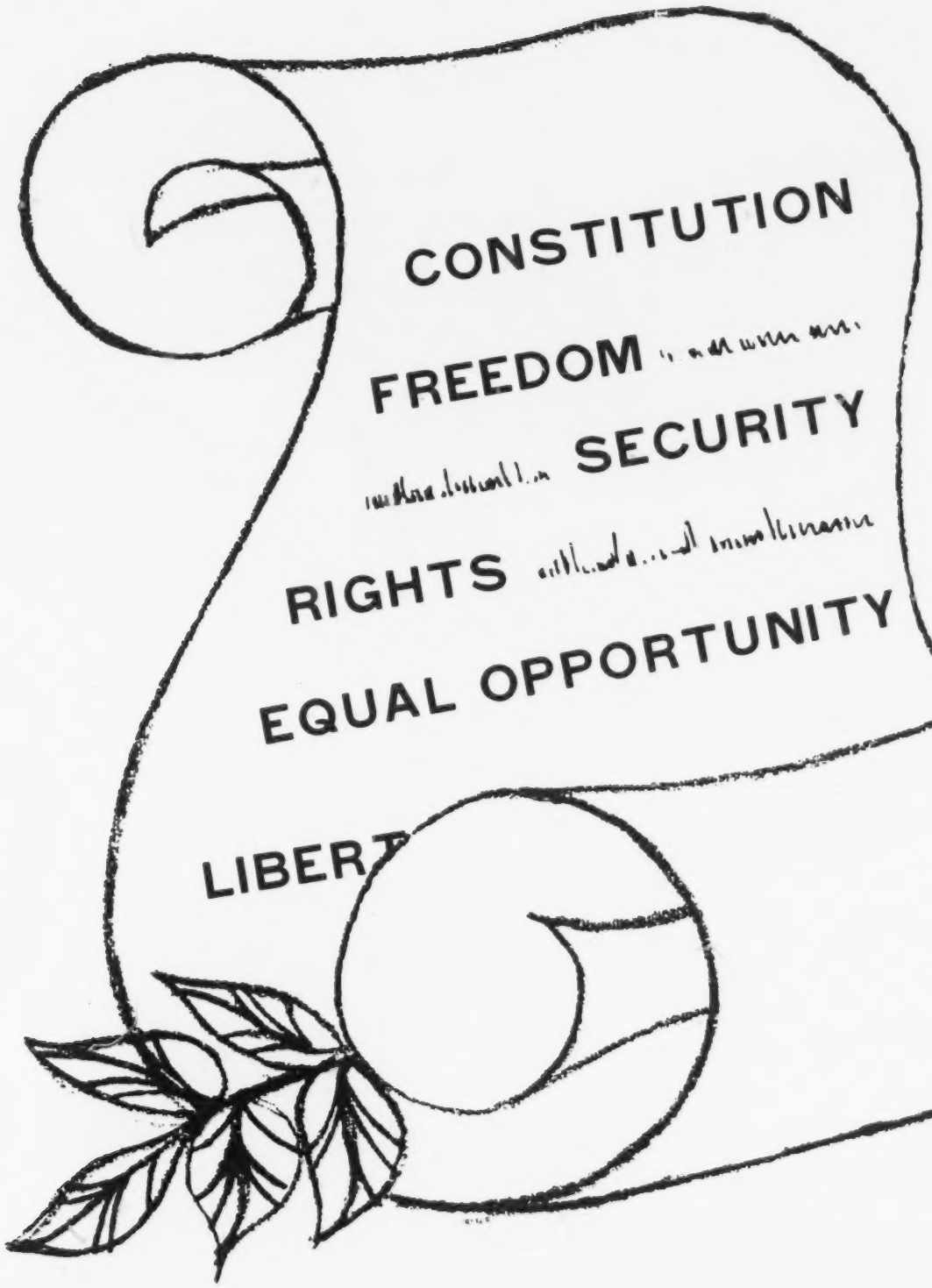
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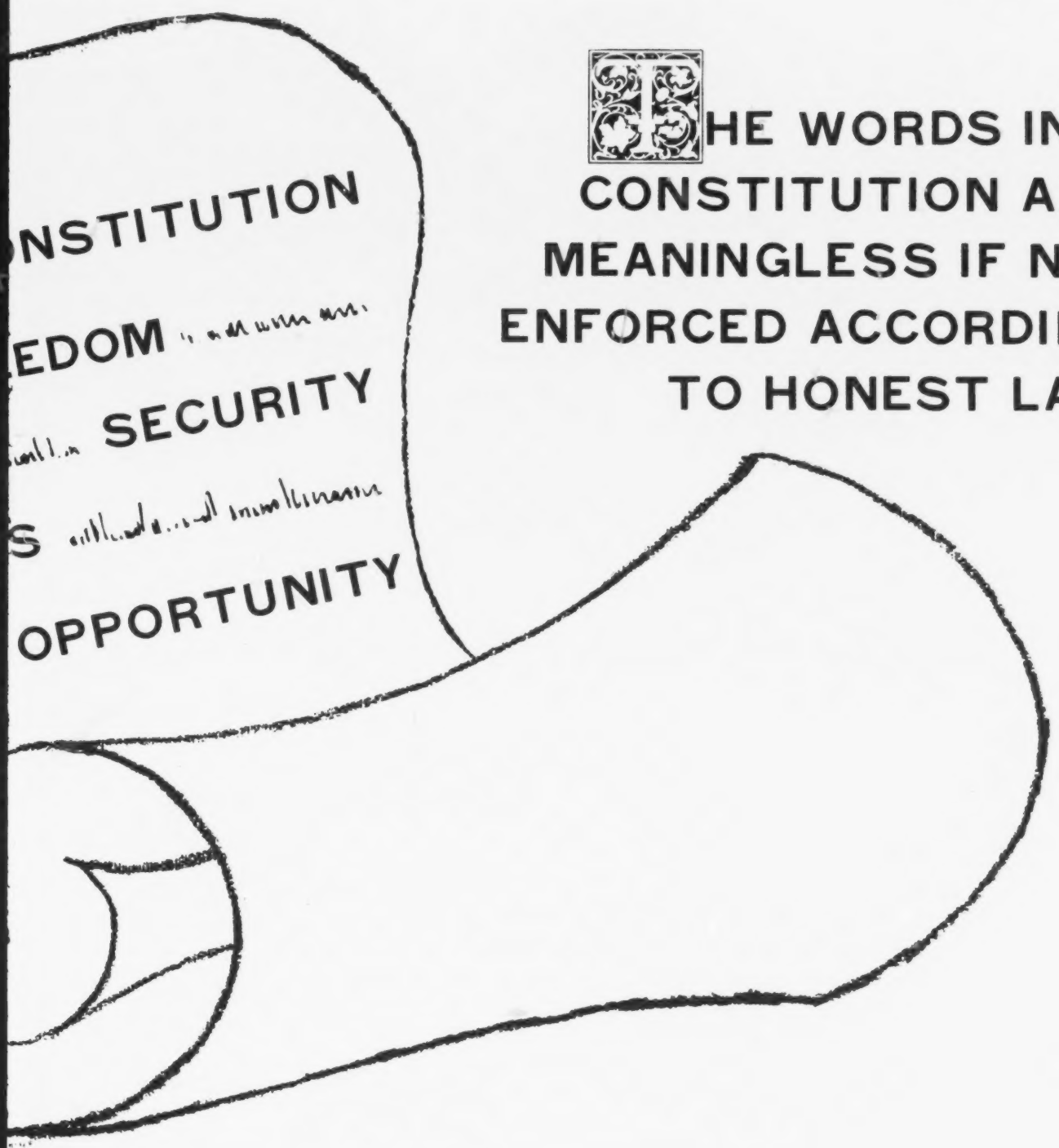

THE WORDS IN A CONSTITUTION ARE MEANINGLESS IF NOT ENFORCED ACCORDING TO HONEST LAW

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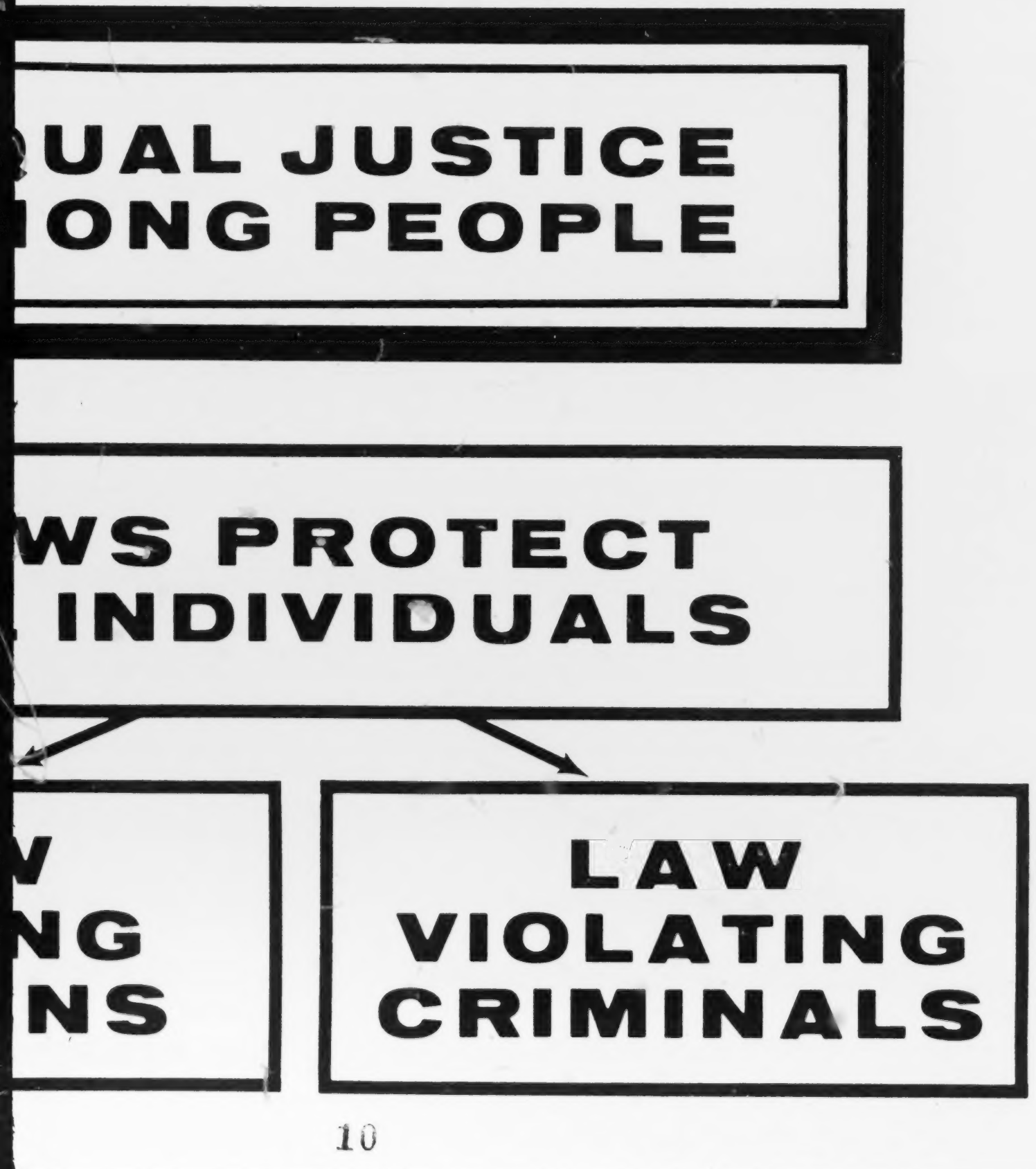
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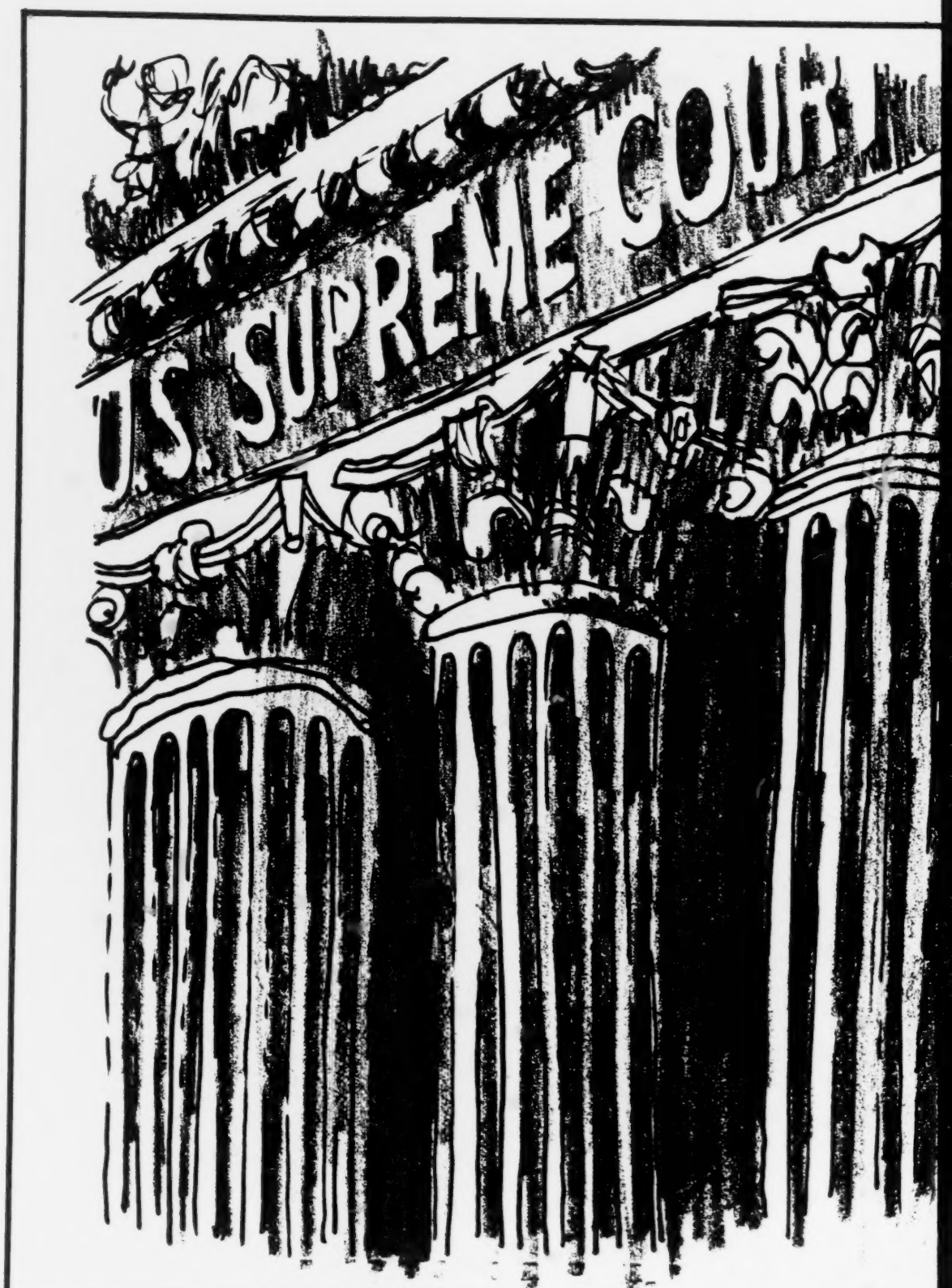
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AN INDEPENDENT JUDICIARY IS THE GUARDIAN OF INDIVIDUAL LIBERTIES

ENGLISH M
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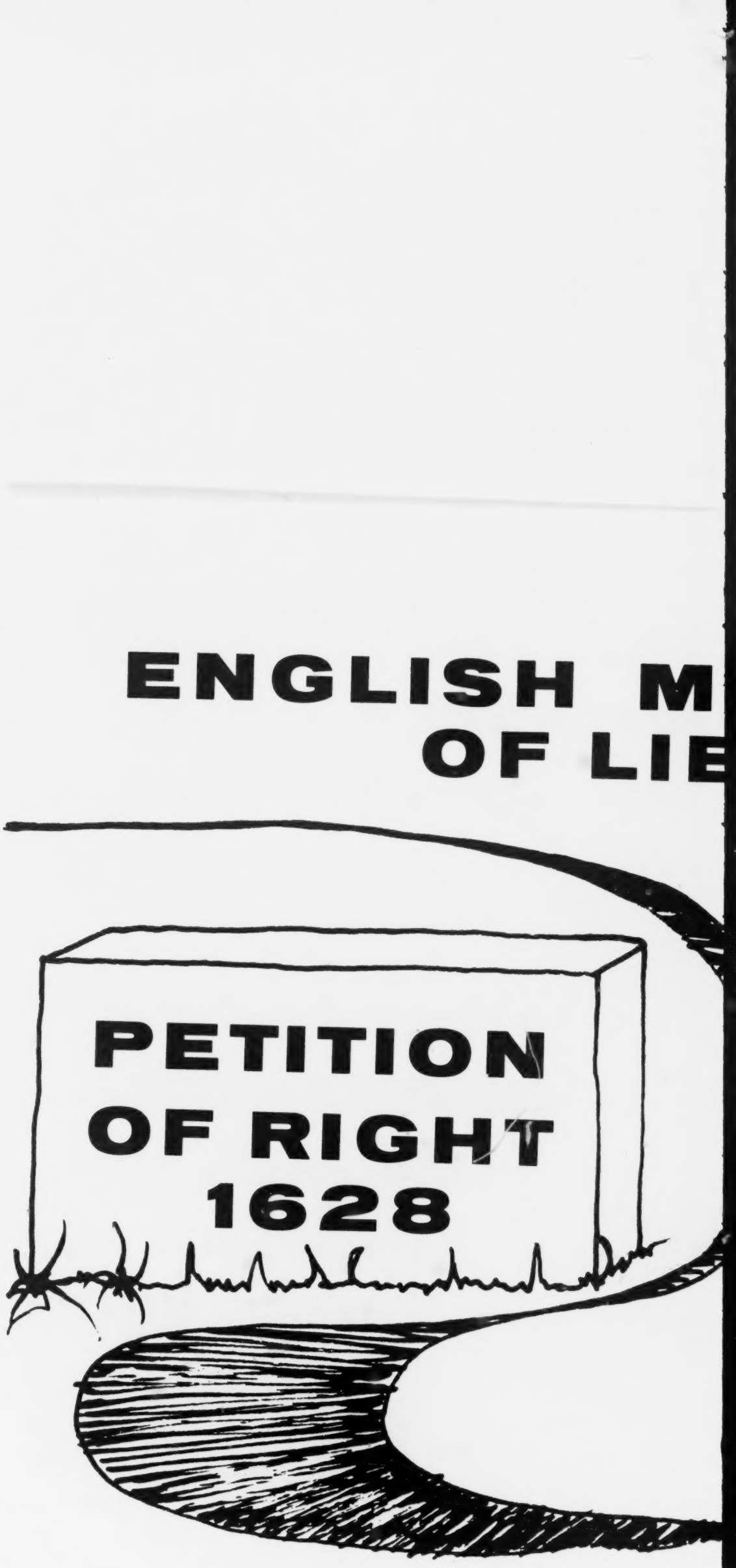
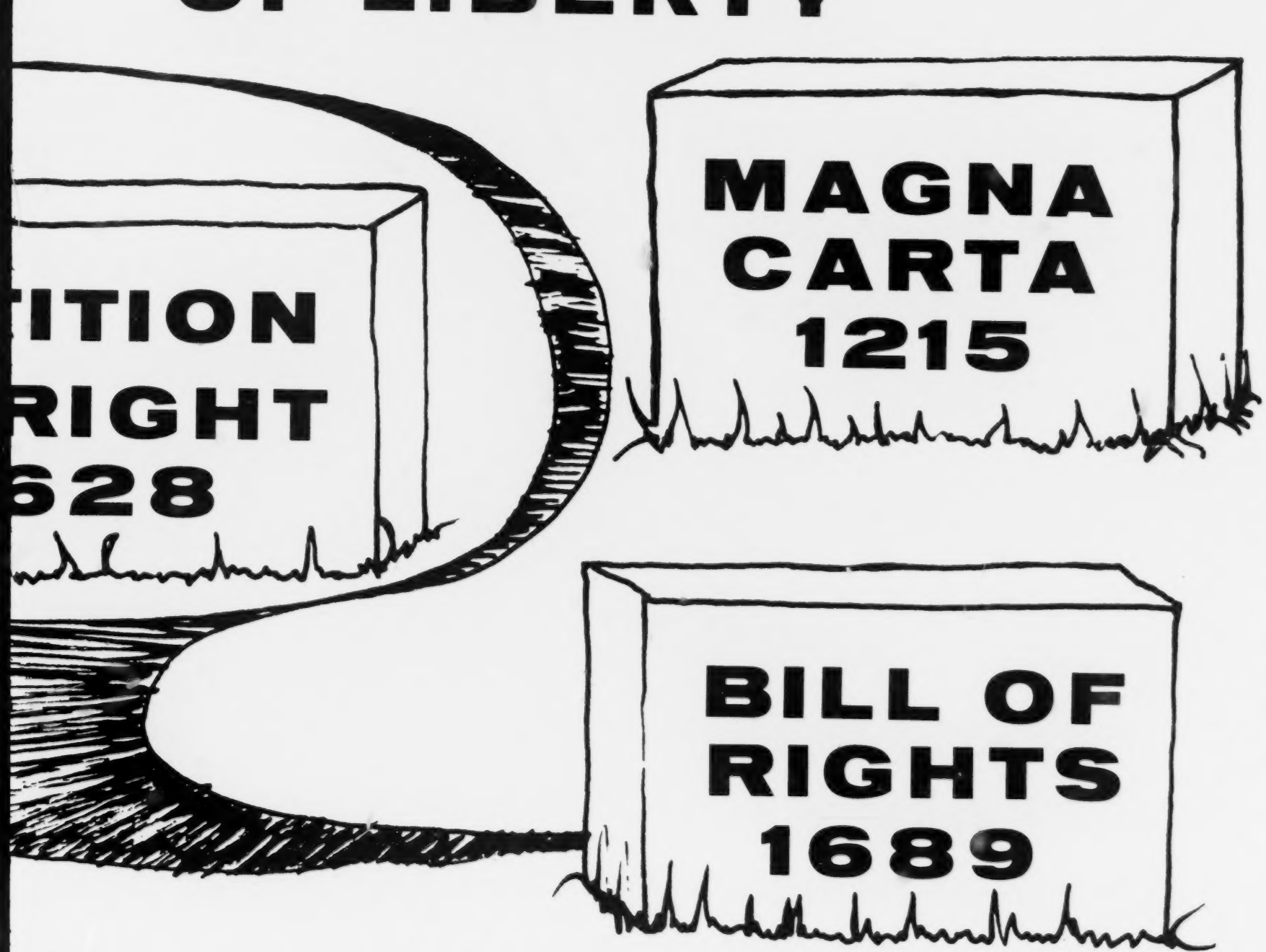
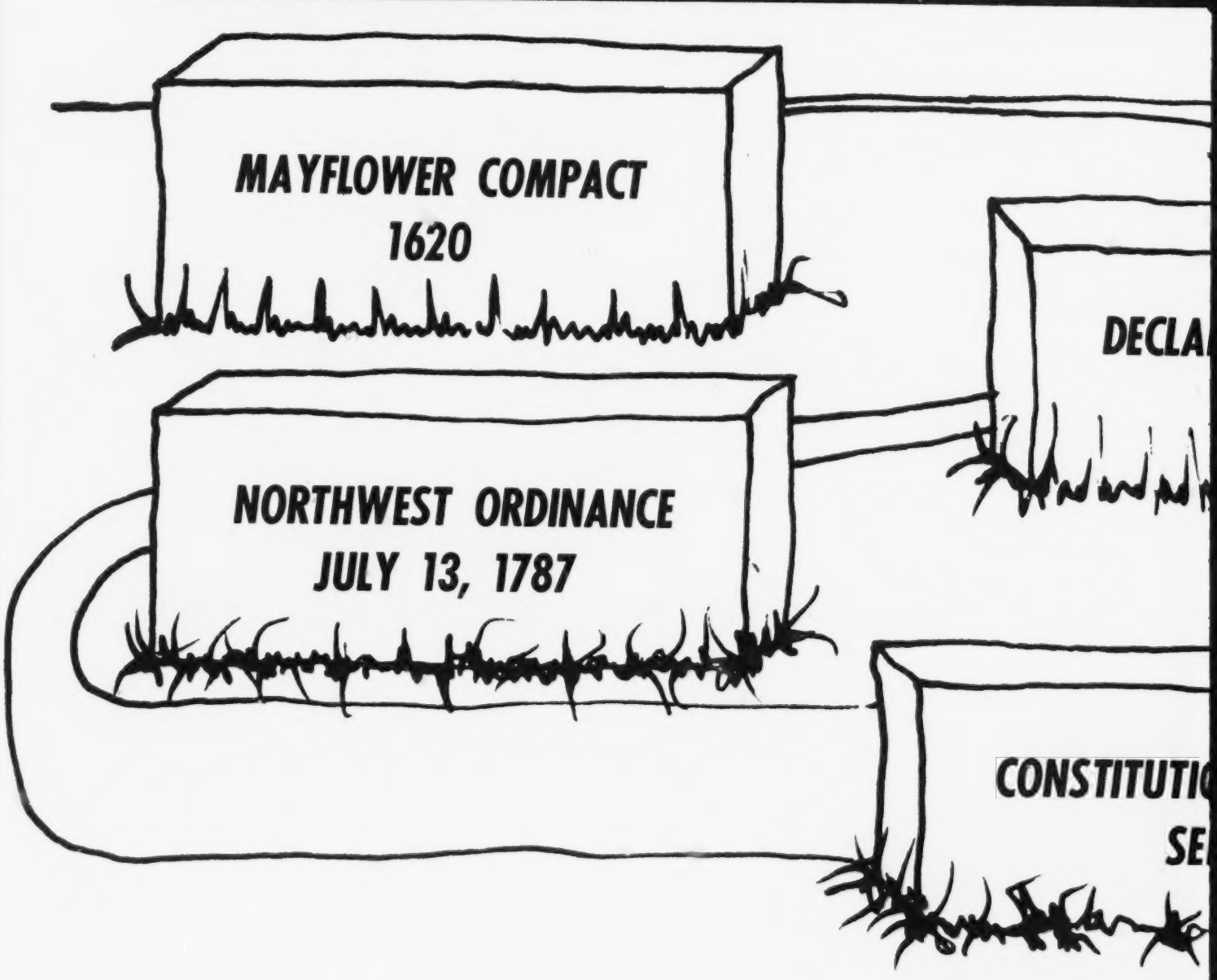


Lesson 5 - 4

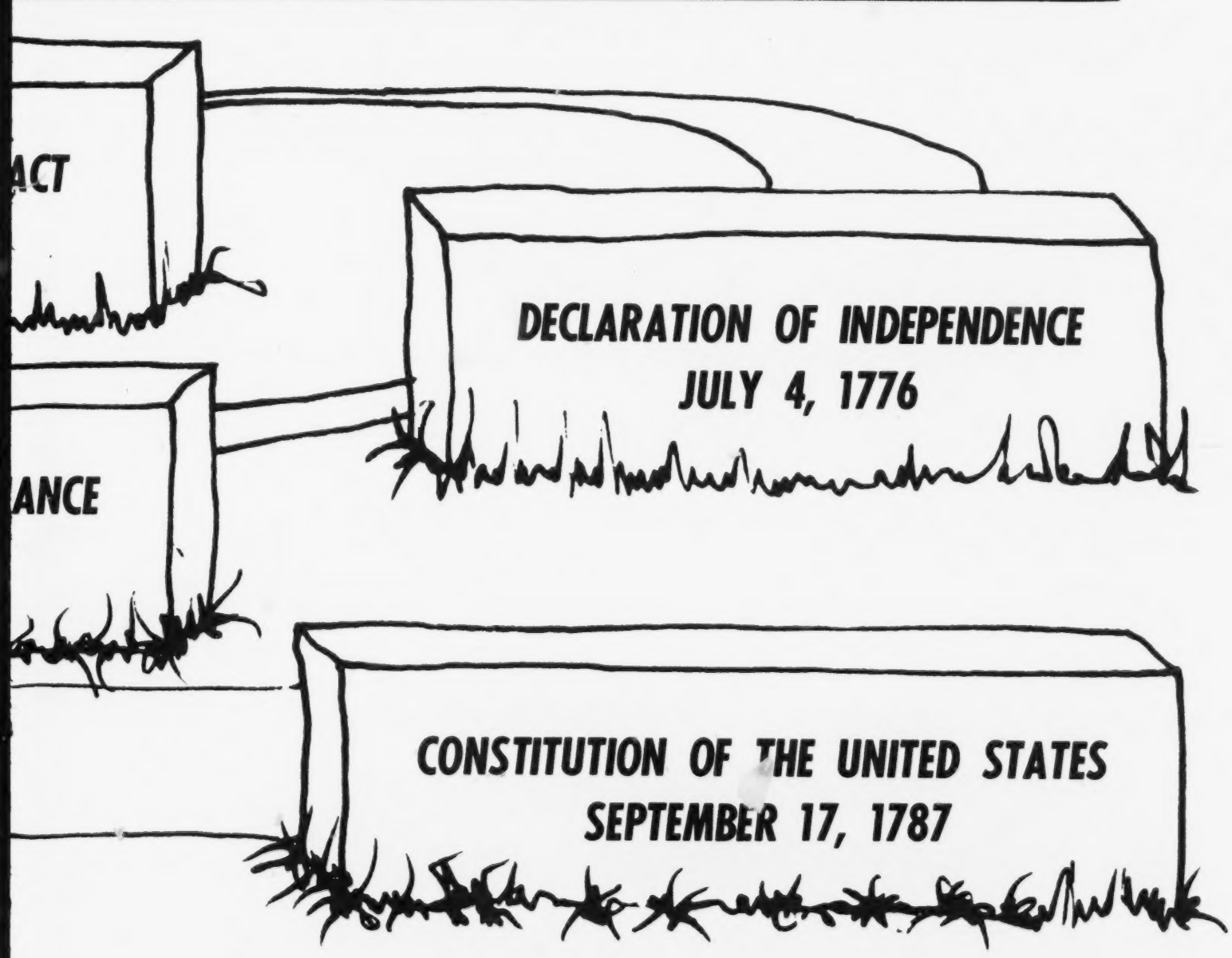
GLISH MILESTONES OF LIBERTY



AMERICAN MILESTONES O



AN MILESTONES OF LIBERTY



LESSON 6: TEXT OF THE MAGNA C

John, by the grace of God, King of England, Lord of Ireland, Duke o
of Anjou: to his archbishops, bishops, abbots, earls, barons, justiciari
sheriffs, governors, officers, and to all bailiffs [sheriff's deputies], and

Know ye, that we, in the presence of God, . . . have confirmed for us

That the English Church shall be free, and shall have her whole righ

We have also granted to all the freemen of our kingdom, for us and
liberties, to be enjoyed and held by them and by their heirs, from us and

No scutage nor aid shall be imposed in our kingdom, unless by the c
cepting to redeem [ransom] our person, to make our eldest son a knight,
ter, and not for these unless a reasonable aid shall be demanded. . . .

And also to have the common council of the kingdom, we will cause t
bishops, abbots, earls, and great barons, individually by our letters. . . .

No bailiff, for the future, shall put any man to his law upon his own
witnesses produced for that purpose.

No freeman shall be seized, imprisoned, dispossessed, outlawed, o
nor will we proceed against or prosecute him except by the lawful judgme
land.

To none will we sell, to none will we deny, to none will we delay righ

LESSON 6: TEXT OF THE MAGNA CARTA*

ce of God, King of England, Lord of Ireland, Duke of Normandy and Aquitaine, and Earl
bishops, bishops, abbots, earls, barons, justiciaries [royal judiciary officers], foresters,
officers, and to all bailiffs [sheriff's deputies], and his faithful subjects--Greeting.

, in the presence of God, . . . have confirmed for us and our heirs forever:

Church shall be free, and shall have her whole rights and her liberties inviolable; . . .

nted to all the freemen of our kingdom, for us and our heirs forever, all the underwritten
ed and held by them and by their heirs, from us and from our heirs. . . .

id shall be imposed in our kingdom, unless by the common council of our kingdom; ex-
nsom] our person, to make our eldest son a knight, and once to marry our eldest daugh-
unless a reasonable aid shall be demanded. . . .

the common council of the kingdom, we will cause to be summoned the archbishops,
s, and great barons, individually by our letters. . . .

e future, shall put any man to his law upon his own simple affirmation, without credible
or that purpose.

be seized, imprisoned, dispossessed, outlawed, or exiled, or in any way destroyed;
gainst or prosecute him except by the lawful judgment of his peers, or by the law of the

sell, to none will we deny, to none will we delay right or justice.

All merchants shall have safety and security in coming into E
staying in and traveling through England, as well by land as by wa
actions, according to ancient and right customs, excepting in the
war against us; and if such are found in our land at the beginning
injury to their bodies and goods until it be known to us or to our C
country are treated who are found in the country at war against us
shall be in safety in our land.

It shall be lawful to any person, for the future, to go out of o
by land or by water, saving his allegiance to us, unless it be in ti
common good of the kingdom:. . .

Also all these customs and liberties aforesaid, which we hav
much of it as belongs to us, all our subjects, as well clergy as la
toward their tenants as far as concerns them. . . .

Wherefore our will is, and we firmly command that the Chur
our kingdom have and hold the aforesaid liberties, rights, and co
quietly, fully and entirely, to them and their heirs, of us and our
is aforesaid. It is also sworn, both on our part and on that of the
observed in good faith and without any evil intention. . . .

Given by our hand in the meadow which is called Runnymede,
of June, in the 17th year of our reign.

* The text of the Magna Carta should preferably be duplicated for
effective transparencies.

ll have safety and security in coming into England, and going out of England, and in
g through England, as well by land as by water to buy and sell, without any unjust ex-
ncient and right customs, excepting in the time of war, and if they be of a country at
such are found in our land at the beginning of a war, they shall be apprehended without
nd goods until it be known to us or to our Chief Justiciary how the merchants of our
o are found in the country at war against us; and if ours be in safety there, the others
r land.

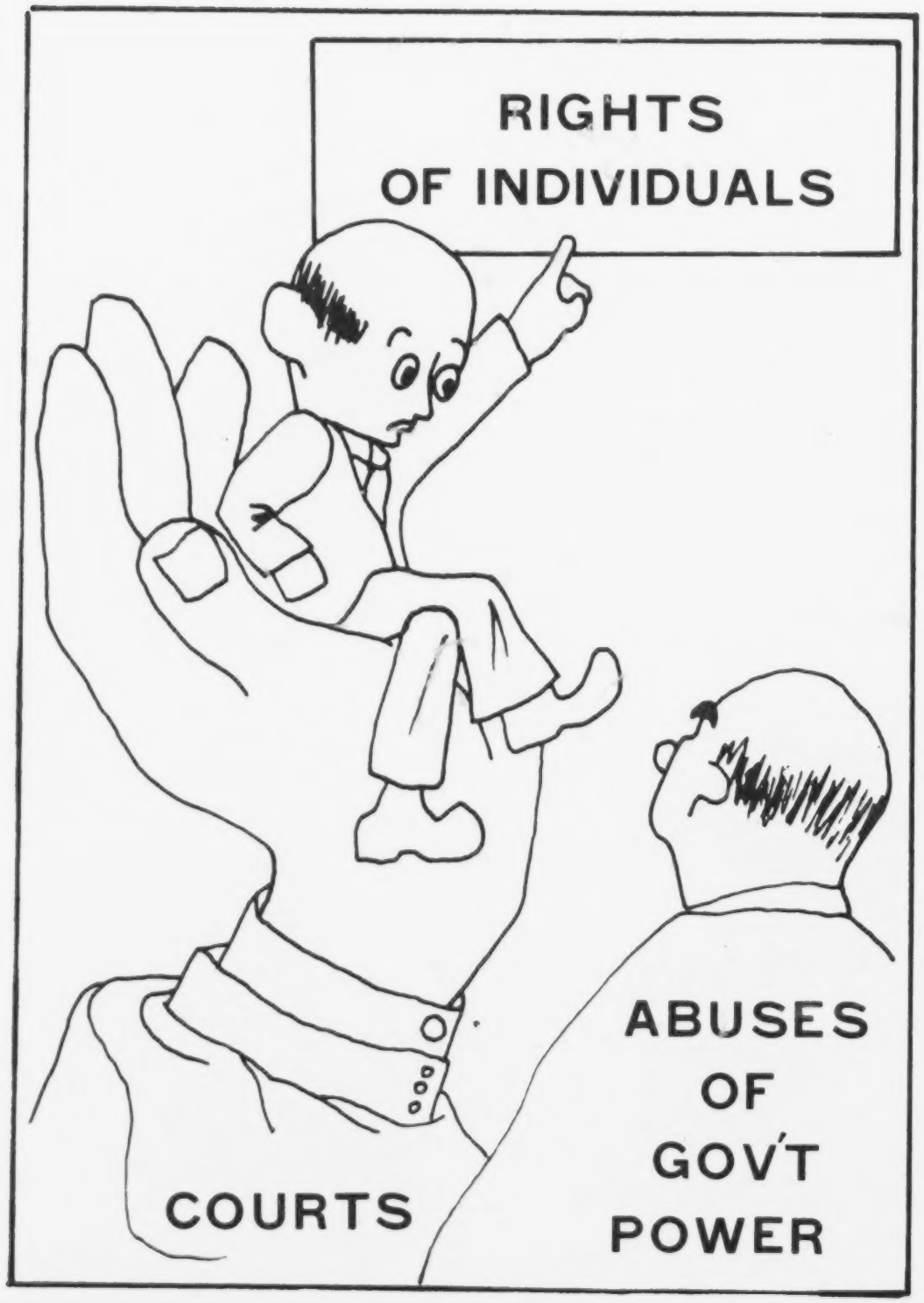
o any person, for the future, to go out of our kingdom, and to return, safely and securely
aving his allegiance to us, unless it be in time of war, for some short space, for the
ngdom:. . .

oms and liberties aforesaid, which we have granted to be held in our kingdom, for so
o us, all our subjects, as well clergy as laity [nonclergy, or laymen], shall observe
far as concerns them. . . .

l is, and we firmly command that the Church of England be free, and that the men in
nold the aforesaid liberties, rights, and concessions, well and in peace, freely and
ely, to them and their heirs, of us and our heirs, in all things and places forever, as
o sworn, both on our part and on that of the barons, that all the aforesaid shall be
and without any evil intention. . . .

in the meadow which is called Runnymede, between Windsor and Staines, this 15th day
r of our reign.

a Carta should preferably be duplicated for students. The print will be too small for
ies.


RIGHTS
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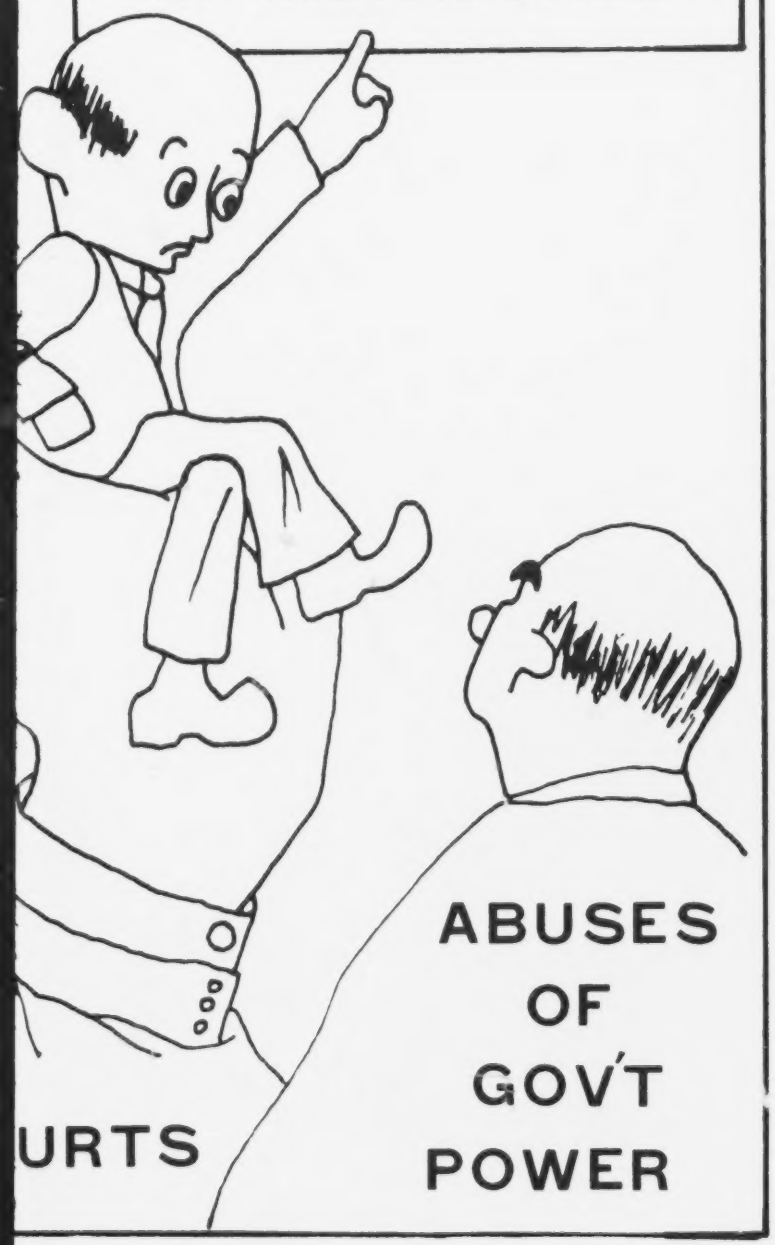
RIGHTS
OF INDIVIDUALS

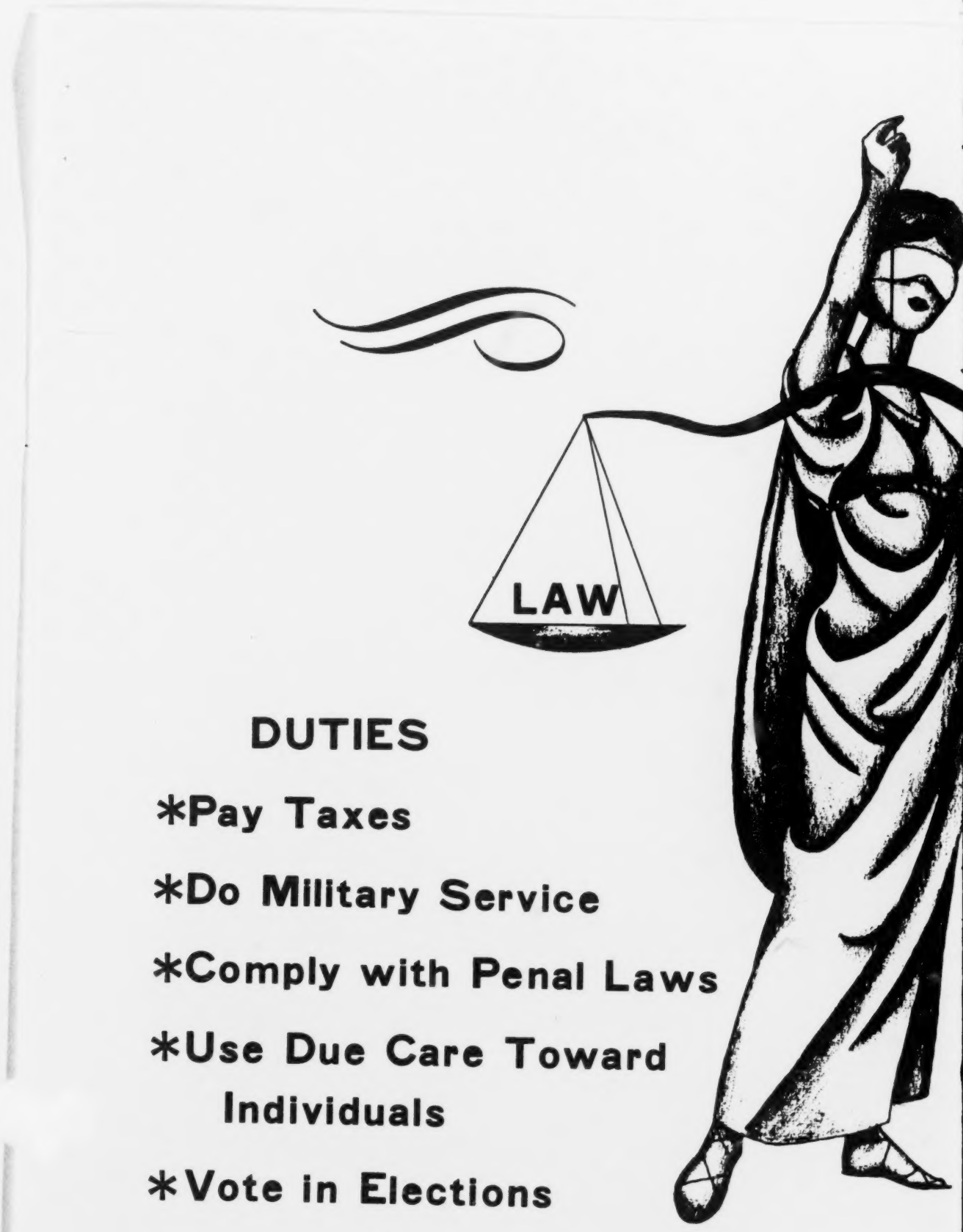


ABUSES
OF
GOV'T
POWER

URTS

LEGAL RIGHTS

- SPEECH AND PRESS
- DUE PROCESS OF LAW
- LEGAL COUNSEL
- TRIAL BY JURY
- FREEDOM FROM UNREASONABLE SEARCH AND SEIZURE
- FREEDOM FROM ARREST AND CONFINEMENT IN JAIL WITHOUT DUE CAUSE
- OWNERSHIP OF PROPERTY



DUTIES

*Pay Taxes

*Do Military Service

*Comply with Penal Laws

*Use Due Care Toward Individuals

*Vote in Elections

ES

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Care Toward

uals

Elections

23

RESPONSIBILITIES

*Treatment as Human Beings

*Equal Opportunity

*Observance of Broader Rights of Others

*Commitment to Community, State, and Nation

*Study of Issues

24

IMPROVEMENT OF TH
THE COMM

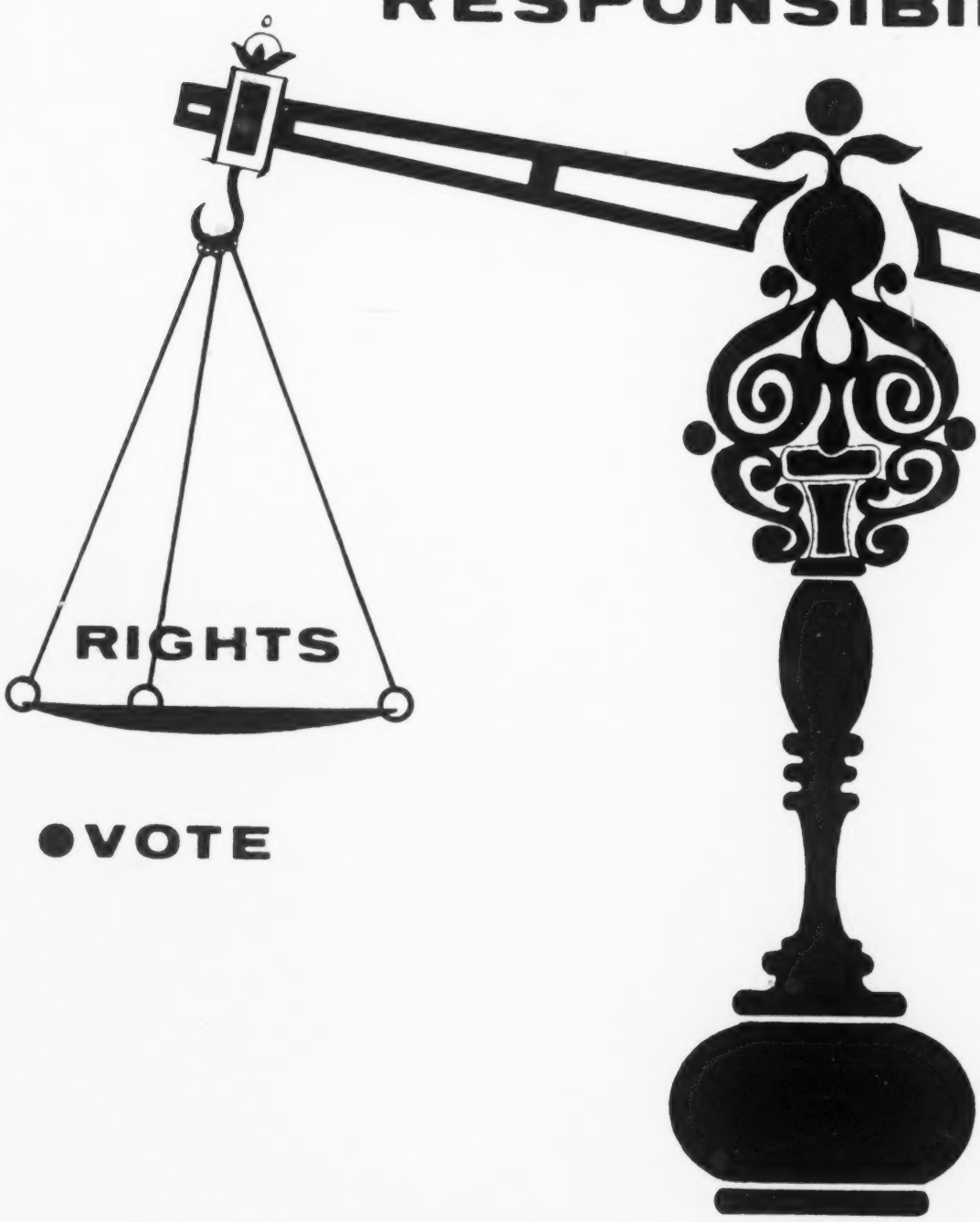
"Ask not what your country can do for you Ask what you can do for your country."

HA

ROVEMENT OF THE WHOLE
THE COMMITTED MAN

what your
can do for you
you can do
country."

RIGHTS AND CORRESPO
RESPONSIBILITIES



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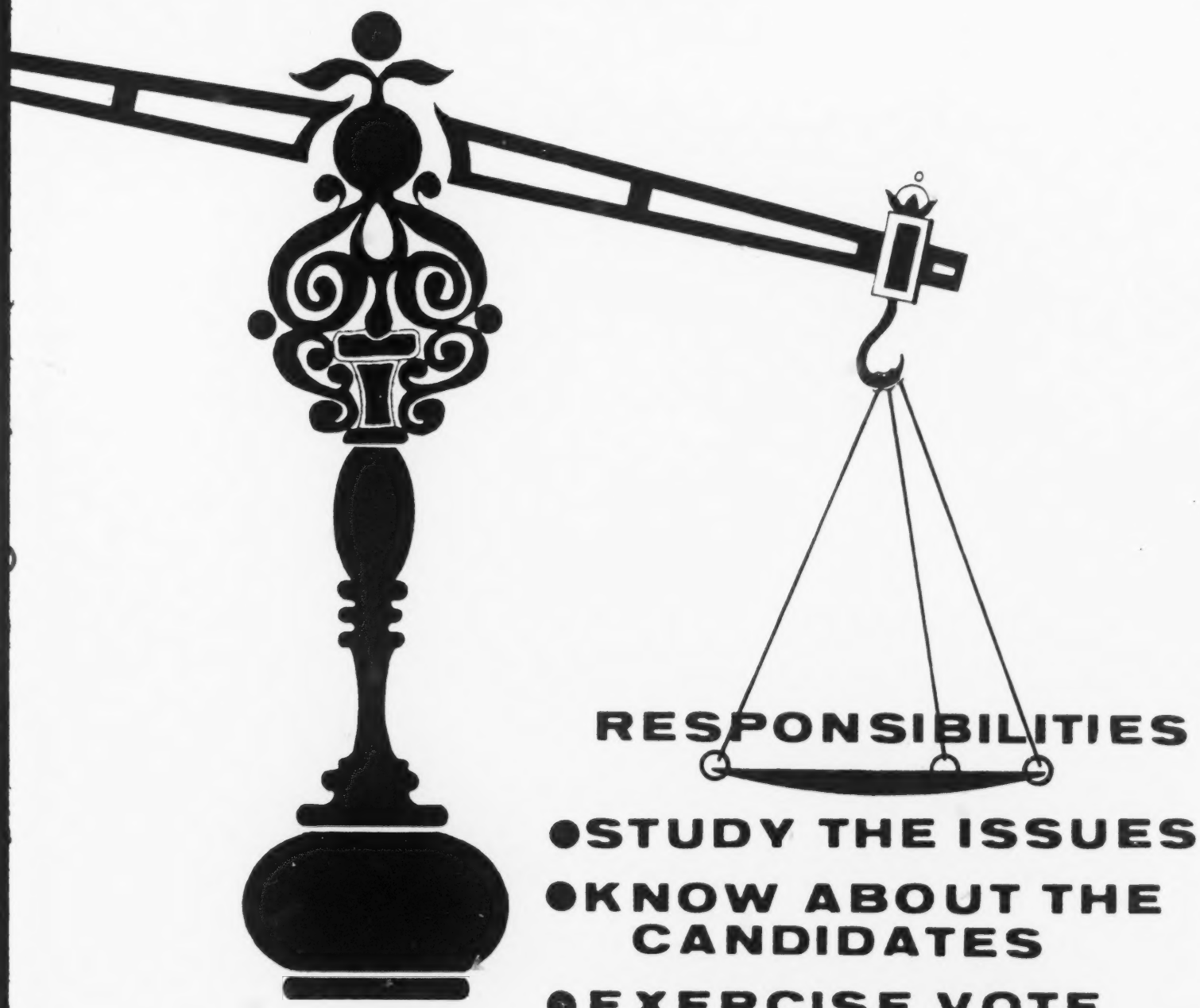
S AND CORRESPONDING
RESPONSIBILITIES



RIGHTS A
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RIGHTS AND RESPONSIBILITIES OF CITIZENS

ECTED LAWS

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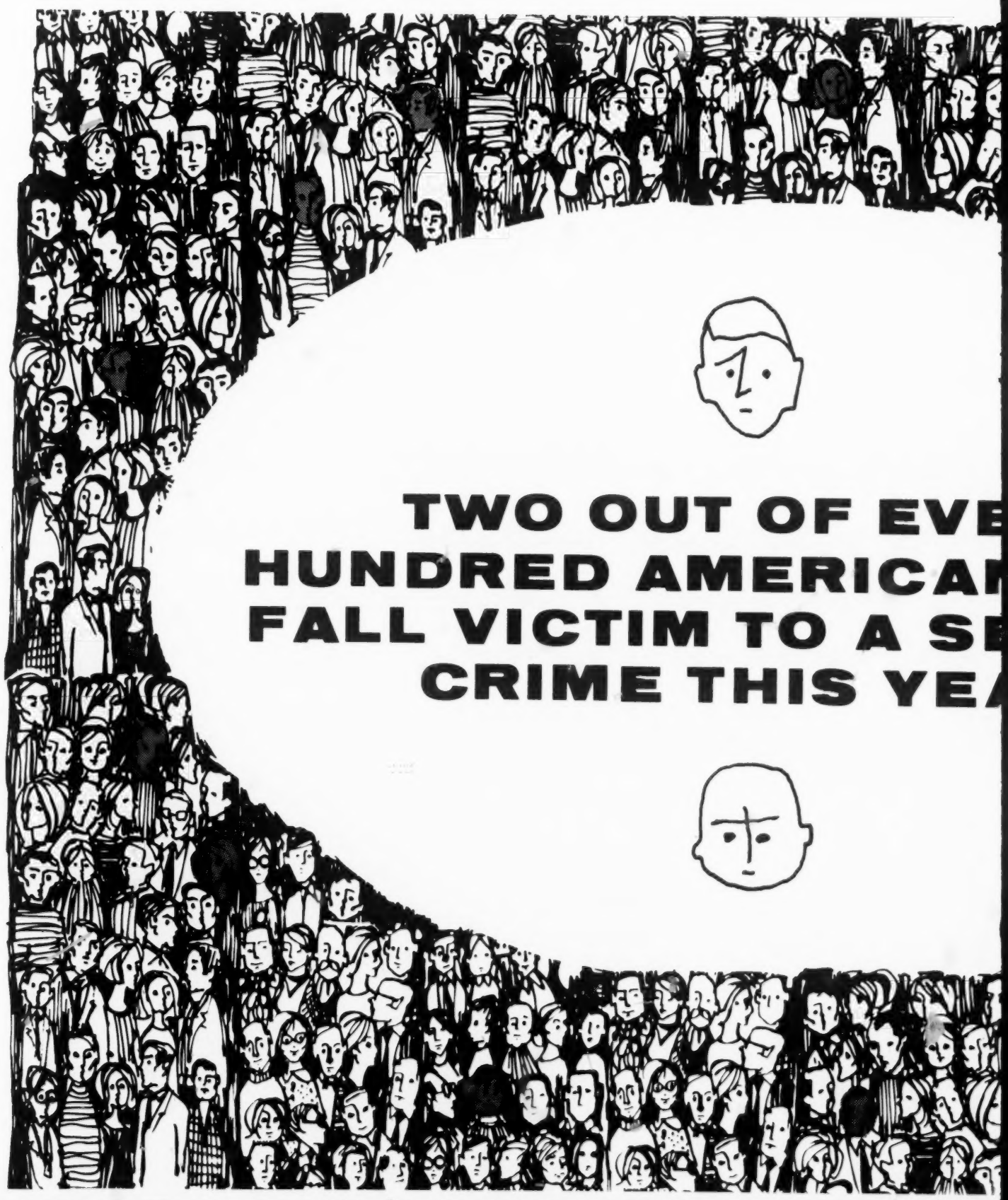
TWO OUT OF EVE
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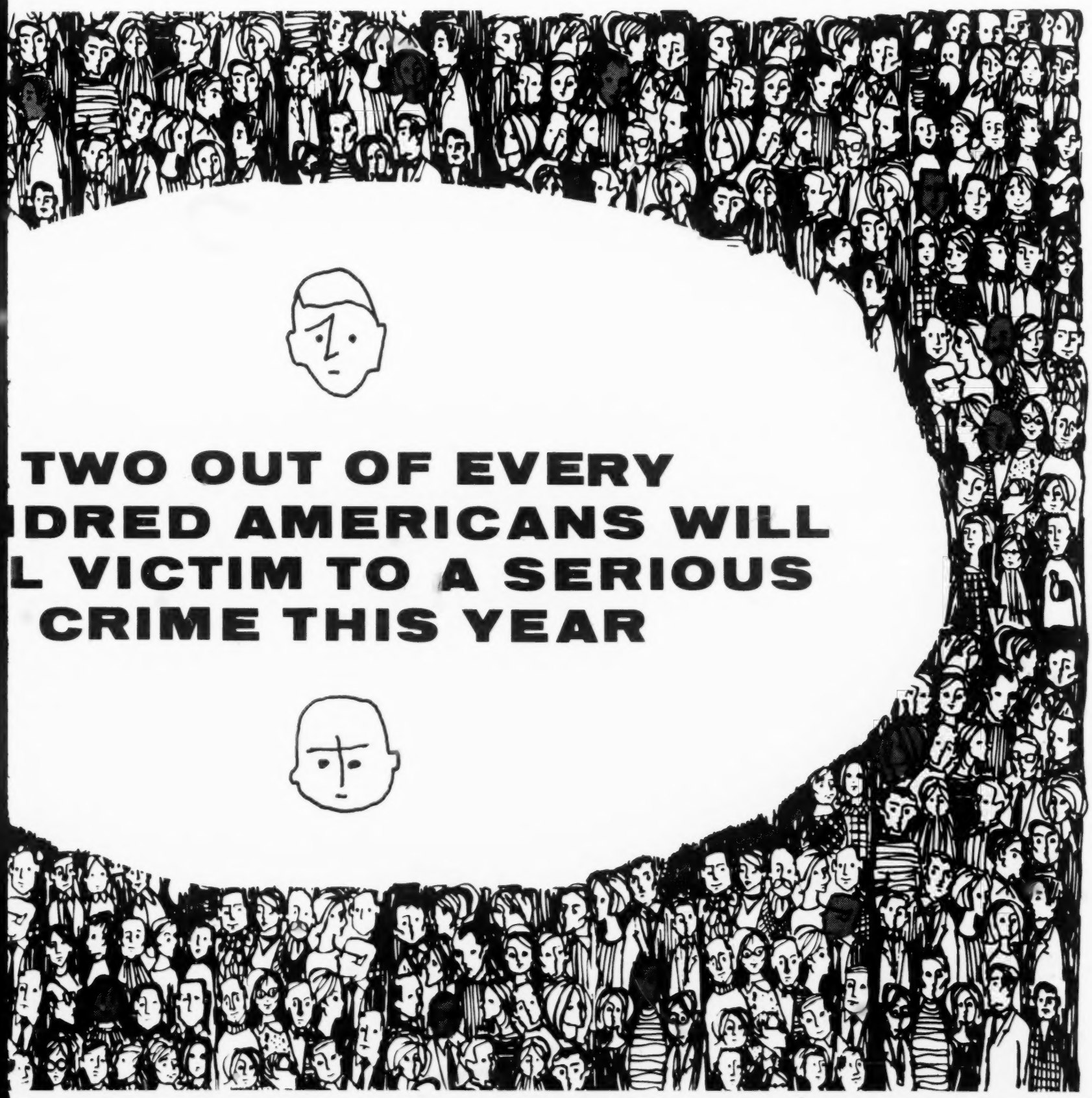
TWO OUT OF EVERY
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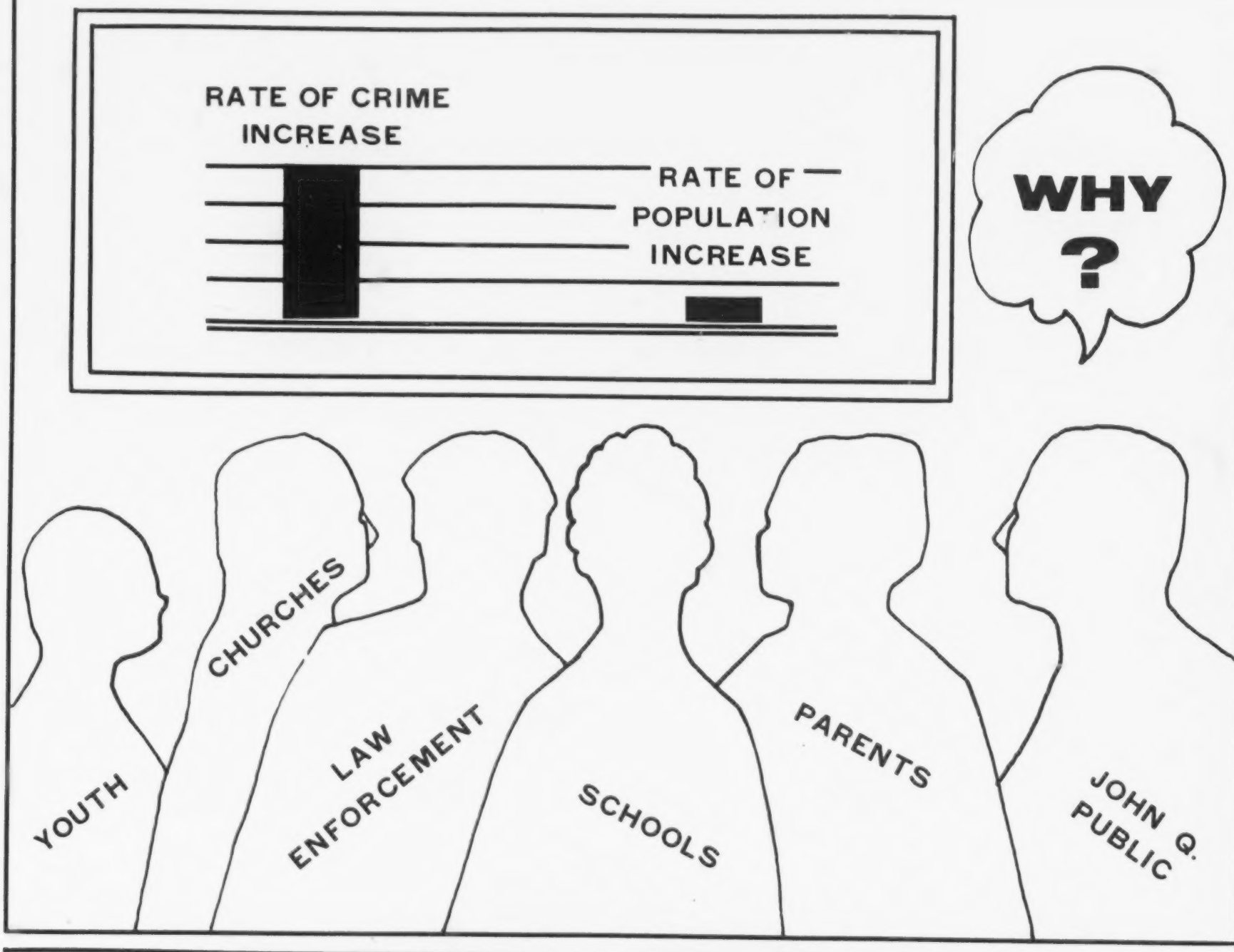
L VICTIM TO A SERIOUS
CRIME THIS YEAR



AN ANSWER IMPORTANT TO ALL OF US

WHAT OTHER METHODS CAN SOCIETY USE TO PREVENT THE CONTINUED GROWTH OF CRIME?

TREATMENT

CONTROL

PUNISHMENT

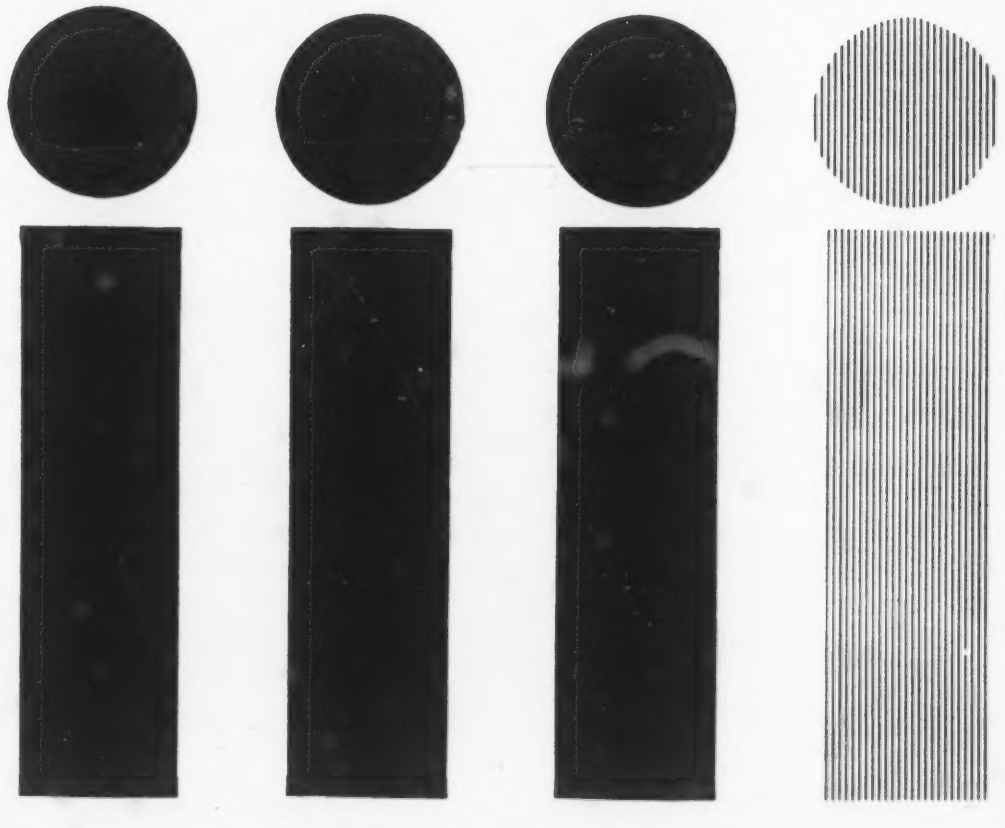
THE GAULT CASE

JUNE 8, 1964 , 10 A.M. 6 P.M.	GERALD G MRS. GAU DETEN
JUNE 9, 1964	ALL PART JUVEN
JUNE 11 OR 12, 1964	GERALD R HOME
JUNE 15, 1964 11 A.M.	ALL PART HEARI
	GERALD C INDUS
AUGUST 3, 1964	GAULT'S HABEA SUPRE
DECEMBER 6, 1966	IN RE GA BEFOR
MAY 15, 1967	SUPREME ITS DE

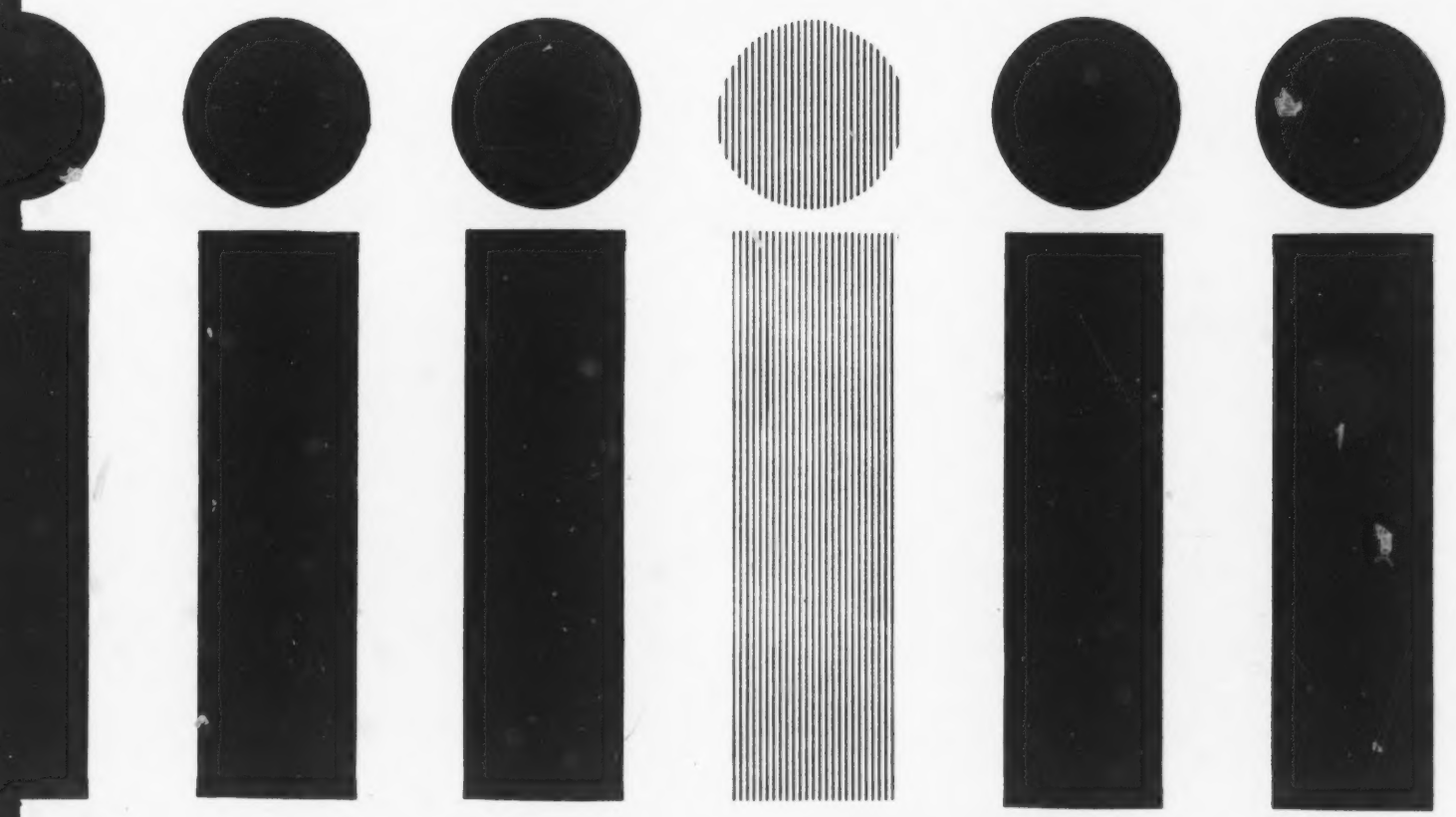
GAULT CASE — CALENDAR OF EVENTS

A.M.	GERALD GAULT TAKEN INTO CUSTODY
P.M.	MRS. GAULT LEARNS OF GERALD'S DETENTION
	ALL PARTIES APPEAR BEFORE JUVENILE JUDGE McGHEE
64	GERALD RELEASED FROM DETENTION HOME
A.M.	ALL PARTIES APPEAR FOR 2ND HEARING WITH JUDGE McGHEE- GERALD COMMITTED TO THE STATE INDUSTRIAL SCHOOL
	GAULT'S PETITION FOR WRIT OF HABEAS CORPUS WITH ARIZONA SUPREME COURT - DENIED
66	IN RE GAULT ET AL. ARGUED BEFORE SUPREME COURT
	SUPREME COURT ANNOUNCES ITS DECISION

ONE OF EVERY SIX MALE YOUTHS
REFERRED TO JUVENILE COURT I
CONNECTION WITH A DELINQUENT
(EXCLUDING TRAFFIC OFFENSES)
BEFORE HIS 18th BIRTHDAY.



ERY SIX MALE YOUTHS WILL BE
TO JUVENILE COURT IN
ON WITH A DELINQUENT ACT
NG TRAFFIC OFFENSES)
S 18th BIRTHDAY.



THE 11-17 AGE GROUP

REPRESENTING 13 PERCENT

OF THE POPULATION

COMMITS 1/2 O
PROPERTY CR

PROPERTY CRIMES INCLUDE BURGLARY, LARCENY,

11-17 GROUP

ENTING 13 PERCENT
THE POPULATION

MITS 1/2 OF ALL PERTY CRIMES!

MES INCLUDE BURGLARY, LARCENY, AND AUTO THEFT

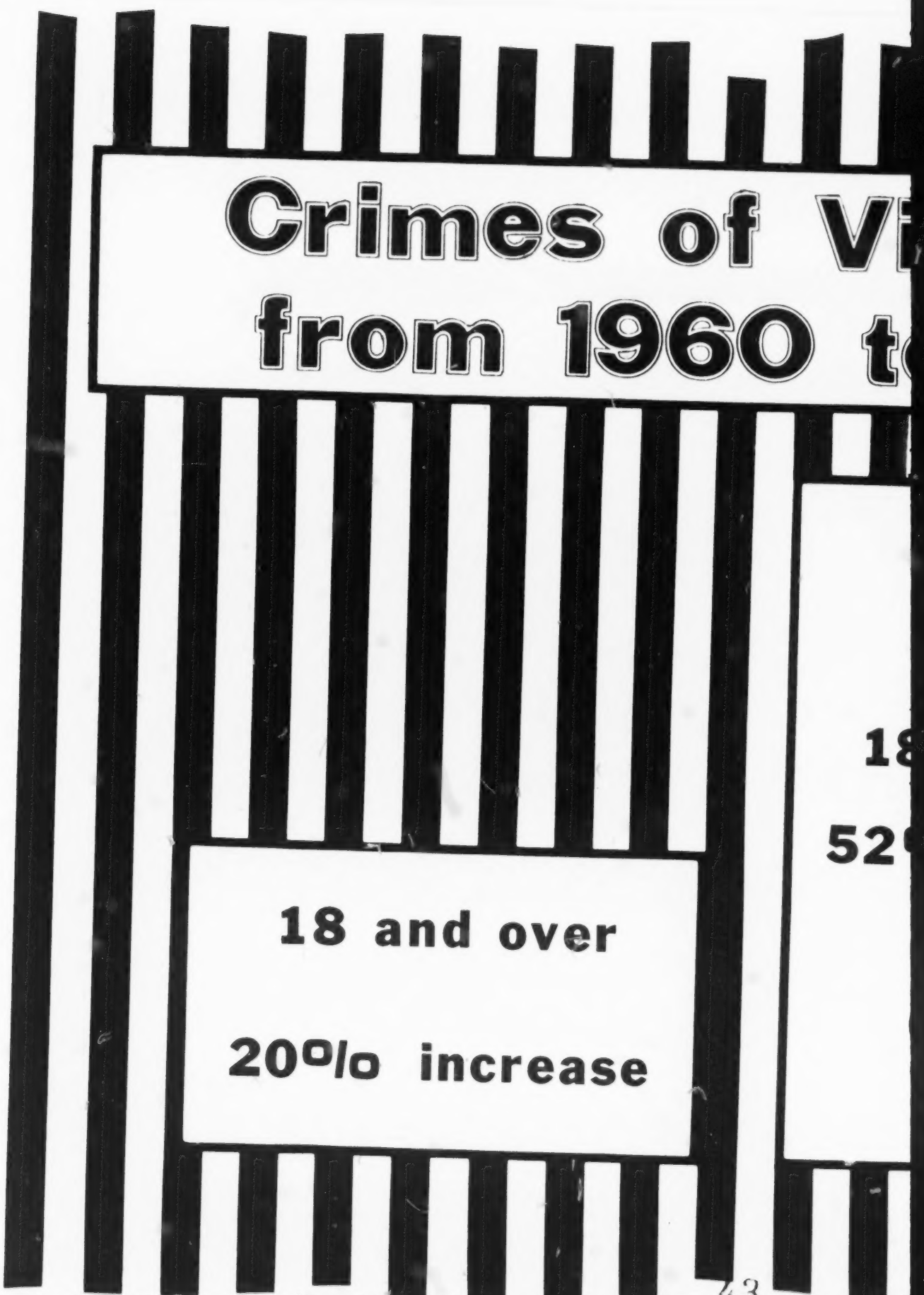
FELONIES COMM
IN THE U.S.

VIOLENT CRIME	PERCENT
willful homicide	
rape	
aggravated assault	
robbery	

THEFT	
burglary	
larceny	
auto theft	

ELONIES COMMITTED
N THE U.S.

NT CRIME	PERCENT OF TOTAL CRIMES COMMITTED
willful homicide rape aggravated assault robbery	13 percent
T	
burglary larceny auto theft	87 percent


Crimes of Vi
from 1960 t
18
52
18 and over
20% increase

mes of Violence
om 1960 to 1965

18 and under

52% increase

and over

increase

THE 18-24 AGE GRO

(TEN PERCENT OF THE POPULATIO

COMMITS:

26 o/o	of all	WILLFUL
45 o/o	of all	FORCIBLE
40 o/o	of all	ROBBERY
27 o/o	of all	AGGRAVA

8-24 AGE GROUP

ERCENT OF THE POPULATION)

ITS:

of all	WILLFUL HOMICIDE
of all	FORCIBLE RAPE
of all	ROBBERY
of all	AGGRAVATED ASSAULT

Crime is Increasing Five Times Faster Than the U.S. Popu

4 SERIOUS CRIMES PER

1 ROBBERY EVERY 6 MI

1 MURDER EVERY 58 MI

1 FORCIBLE RAPE EVERY

1 AUTO THEFT EVERY 2

* Based on numbe

is Increasing
imes Faster
he U.S. Population*

SERIOUS CRIMES PER MINUTE

ROBBERY EVERY 6 MINUTES

MURDER EVERY 58 MINUTES

FORCIBLE RAPE EVERY 34 MINUTES

AUTO THEFT EVERY 2 MINUTES

** Based on number of crimes reported*

U.S. Corrections S

WHERE ARE THE OFFENDE	
33%	67%
404,000	817,400

WHERE IS THE MONEY
80%
754.3 million dollars

WHERE ARE THE PERSONN
87%
97,024

☐ INSTITUTIONS ☐

Corrections System

WHERE ARE THE OFFENDERS?

	67%
	817,400

WHERE IS THE MONEY?

30%	20 %
.3 million dollars	186.1 million dollars

WHERE ARE THE PERSONNEL?

87%	13%
97,024	14,179

ITUTIONS ☐ COMMUNITY

ED 065394

YOU AND THE LAW

Guide for Teaching a Sixteen Class-Hour Unit in Citizenship Education Grade 8

50 00 3011

Texas Education Agency
Austin, Texas
January, 1969

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

The Sixtieth Legislature adopted House Concurrent Resolution 46 which required the Texas Education Agency to develop materials for schools to use in teaching a sixteen class-hour unit of study on "the basic elements of good citizenship, stressing the importance of the law, the rights and responsibilities of citizens under it, and the possible long and short term consequences of violating it."

Since the intent of the Resolution was to gear instruction to the junior high school age, the Agency chose to develop materials for Grade 8. The reasons for this choice were as follows:

(1) The State's current adoption textbooks for Grade 8 include five civics texts and five United States histories which present background information for this sixteen class-hour unit of study.

(2) Much of the supplementary material available on the commercial market, such as films, filmstrips and printed materials, is prepared for Grade 8 and above. Many schools will have such materials in their libraries or media centers, or are in a position to purchase them.

The materials developed by the Agency staff for teaching this unit, called You and the Law, will be revised by the Agency staff after evaluation by local schools. Several school districts that have instituted programs with similar aims have asked if the Resolution explicitly requires them to use materials prepared by the Agency and to teach the unit in Grade 8. It is clear that the Agency is required to prepare these materials and the implication is that schools are expected to use them as the basis of this study. Schools using another plan will be asked at the end of the spring term to submit an evaluation of their instruction to the Agency. This information will be incorporated into a report to the Legislature on the status of citizenship instruction in Texas schools.

We wish to thank those people who have given valuable assistance in developing and disseminating materials for this unit of study. Several well-known members of the legal profession took time from busy schedules to allow staff members to interview them on audio-tape. These included:

The Honorable Charles O. Betts
Judge, 98th District Court, Travis County

Mr. John Cocoros, Texas Director
National Council on Crime and Delinquency

The Honorable Joe Greenhill
Justice, Texas Supreme Court

The Honorable Tom Reavley
Justice, Texas Supreme Court

Dr. Robert G. Storey, President
Southwestern Legal Foundation
Southern Methodist University

The Department of Corrections has generously lent materials to the staff, particularly the film they produced entitled Operation Teenager.

The Tape and Television Laboratory of the Texas Education Agency has an arrangement for exchanging audio-tape recordings with other state departments of education. Several of the recorded cases or episodes used to illustrate basic principles of citizens' rights, liberties and responsibilities were borrowed from Minnesota and Wisconsin. The two recordings for Lessons 14 and 15 in which juvenile offenders look at their crimes were borrowed from the Brookshire Farm Institute for Training and Research.

The Education Service Centers have been particularly helpful in assisting with the task of dubbing tapes for schools to use in teaching this unit. We especially wish to thank Mr. Marvin Kirkman, Director of the Education Service Center for Region X, for allowing Mr. Jon Pomroy of the media staff to tape the interview with Dr. Storey in Dallas.

J. W. Edgar
Commissioner of Education

INTRODUCTION

Objectives

The objectives for teaching this unit are outlined in House Concurrent Resolution 46, which is quoted in the foreword of this guide. In keeping with these objectives, the Agency has developed audio-tape recordings and printed designs for transparencies which present information for class discussion. These materials have been planned to stimulate students to

(1) analyze and discuss viewpoints concerning significant principles basic to our constitutional rights and liberties, and the relevance of these views to the growing rate of crime and juvenile delinquency;

(2) analyze and discuss their own viewpoints concerning civil rights and liberties and the growth of crime, and to examine objectively the alternatives to their own points of view;

(3) identify and consider the frame of reference* of individuals or groups who present their viewpoints.

The local schools may determine how to use these materials according to their specific objectives for the eighth-grade social studies program.

When to Teach the Unit

The following are some suggestions for scheduling this sixteen class-hour unit, You and the Law:

(1) This unit could be taught in conjunction with United States history after students have studied the history of the United States Constitution.

(2) Schools that teach civics as a separate subject could teach this unit in conjunction with such topics as our

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* The term, "frame of reference," refers to those aspects of an individual's background and experiences that would condition or influence his point of view. A person's background, in many ways, may determine not only validity but also objectivity of his viewpoint.

system of law making and law enforcement or the United States Constitution and the Amendments, particularly the Bill of Rights.

(3) This study may also be taught as an independent unit during the latter part of the spring semester.

While local schools are free to schedule this unit at any time during the school year, it is essential that students have studied the history and origin of our Constitution, The Bill of Rights, and the other constitutional amendments providing for civil rights and liberties prior to the unit.

Textbook Materials

Students will need to have for each class session a copy of the Declaration of Independence and the Constitution of the United States including all amendments. These documents will be found in all United States histories and in civics textbooks now in current adoption for Grade 8.

While no other printed materials will be required for study of this unit, the civics textbooks now in current adoption for Grade 8 contain information basic to the principles of civil rights and liberties, and to crime and punishment. Most school districts have adopted at least one of the following civics books:

(1) BUILDING CITIZENSHIP, by James H. McCrocklin. Allyn and Bacon, Inc., 1961.

(2) BUILDING OUR DEMOCRACY, by Vanza Devereaux. Harr Wagner Publishing Company, 1962.

(3) THE CITIZEN AND HIS GOVERNMENT, by Robert Rienow. Houghton Mifflin Company, 1963.

(4) CIVICS FOR AMERICANS, by Nadine I. Clark and others. Macmillan Company, 1961.

(5) OUR DEMOCRACY AT WORK, by Harris G. Warren and others. Prentice-Hall, Inc., 1963.

Materials Provided by the Agency

In addition to this teaching guide, the Agency has prepared two kinds of materials for teaching this unit:

(1) Fourteen audio-tape recordings, ranging in playing time from 15-25 minutes, which include most of the information needed for class discussions;

(2) Printed designs for making transparencies to be used in class discussions for Lessons 2, 5, 8, 11, and 13

Five of the fourteen audio-tape recordings include interviews with eminent members of the legal profession in which they express their viewpoints on principles of constitutional democracy and the growing rate of juvenile delinquency in the country. The other nine recordings include cases or episodes based on real situations or court records which illustrate in some specific ways the principles presented in the five interviews.

The transparencies which can be made from the printed designs on copying machines are for use in class discussions following the taped presentations for Lessons 2, 5, 8, 11 and 13. They are not intended for simultaneous use with the recorded interviews.

Some General Suggestions for Teaching This Unit

1. Planning for Teaching

It is essential that teachers listen carefully to each of the taped presentations for these reasons:

(a) If the taped presentations are not appropriate for a particular group, other materials should be substituted. The civics textbooks in current adoption for Grade 8 include full discussions of the rule of law, civil rights and liberties. The materials listed at the back of this guide include excellent case studies which are available as indicated at nominal cost.

(b) The backgrounds of students who participate in this study will naturally vary considerably. After listening to the tapes and reading suggestions for teaching each lesson, teachers may decide that some students will need additional experiences, such as visits to the courthouse and interviews with city or county officials. Teachers should feel free to enlarge upon the sixteen lessons as they see fit and to encourage students to pursue reference work related to any particular topic.

The printed designs prepared for Lessons 2, 5, 8, 11 and 13 should be studied carefully prior to developing transparencies as the teacher may wish to modify them or substitute others.

2. Improving Listening Skills

Listening to the wide variety of programs available through the mass media has encouraged students to become careless, casual listeners to anything except their personal preferences. The fourteen taped presentations provide opportunity for the student under the guidance of the teacher to become aware of his own listening behavior, thus paving the way for learning to listen with a purpose.

Five of the lessons (2, 5, 8, 11 and 13) provide opportunity for teaching students through listening to apply such skills in analytical thinking as

(a) identifying the central idea and the viewpoints that support it;

(b) summarizing total meaning;

(c) considering the frame of reference of the person expressing the viewpoints;

(d) considering related viewpoints which might have been said but were not;

(e) formulating tentative generalizations.

3. Case Study Approach

Nine of the fourteen lessons present cases or situations drawn from court records or from history in which the rights and liberties of individuals are in conflict, or individuals are in conflict with society.

In considering the conflicts presented in these tapes, the teacher should not seek right and wrong answers; rather, students should be encouraged to make their own decisions and to analyze objectively the reasons for their decisions. The teacher should avoid pressing for a consensus of student opinion regarding the many issues presented in this study. The major goals in analyzing situations in which human rights are in conflict are to help students to

(a) develop a better understanding of some of the basic rights and responsibilities of citizens and the concept of government of laws, not of men;

(b) understand some of the realities they may face in their relationships with other people and as adult participants in our society.

4. Evaluation

(a) A pre-quiz is planned for Lesson 1 to give some indication to the teacher of the information and understandings students already have concerning

- rights, liberties and obligations of citizens in a constitutional democracy;
- crime, punishment, and the relation of juveniles to the law.

The teacher should mark incorrect choices, then put the quiz aside without discussion and not refer to it again until Lesson 16, or until the unit has been completed.

The same quiz given in Lesson 1 is repeated in Lesson 16. After marking incorrect choices, the teacher may return both quizzes to students so that they may note their own progress measured by the test. At this time, the questions and answers may be discussed fully.

(b) If the school considers it necessary to give formal grades for this unit of study, it should be done in accordance with local policy.

(c) Answering the following questions about each lesson will help the teacher evaluate the instructional approach, student interest, and growth in understanding:

- Approximately how many students in the class listened attentively to the taped presentation?
- Approximately how many students participated in the class discussion?
- Did students who are normally reluctant or poor readers respond more readily to information presented orally?

. Did students express interest in listening to a particular tape the second time?

A progressive gain in students' participation, interest, and attentive listening will establish the basis for a positive evaluation of the lessons.

(d) At the close of the spring semester, the Agency will send local schools a form for evaluating the materials prepared for teaching this unit.

LESSON 1 AND LESSON 16: PRE-QUIZ AND POST QUIZ

Before giving this test, the teacher is requested to read carefully the introduction to this guide, which explains the purposes in giving this quiz for Lesson 1 and again for Lesson 16.

The quiz itself has been printed on pages 15-17 in the middle of the guide so that teachers may remove and duplicate it on a copying machine. without having to retype.

The correct answer for each question is as follows:

(1) b	(10) b	(19) b
(2) d	(11) b	(20) d
(3) c	(12) c	(21) c
(4) c	(13) d	(22) d
(5) c	(14) d	(23) b
(6) b	(15) d	(24) b
(7) d	(16) a	(25) b
(8) b	(17) d	
(9) c	(18) c	

LESSON 2: THE PRINCIPLE OF "GOVERNMENT OF LAWS, NOT OF MEN"

Interview with Dean Robert G. Storey, President of the Southwestern Legal Foundation, Dallas. Formerly Dean of the Law School, Southern Methodist University.

At the close of World War II, Dean Storey served as Executive Trial Counsel for the United States at the Nuremberg trials of the major Axis war criminals. He has, therefore, had first-hand experience with men who ruled by decree, not by the laws of the land.

Background

Many students of government and men of law consider the most significant characteristic of our constitutional democracy to be the underlying principle of rule of law, often expressed as "government of law, not of men," which in effect means the superiority of the written law over arbitrary power. It is rule of law, not the whims of men in power, that secure the basic rights, liberties, and immunities that are guaranteed in our Constitution.

Suggested Questions for Class Discussion

1. What is the historical background of our basic laws concerning the rights and liberties of the individual?

2. What is the distinction between the common law and civil law? Why are state laws in Louisiana not based on English common law? (This would be an interesting topic for further study.)

3. What is the difference in the terms "civil rights" and "civil liberties"?

4. What is the meaning of the term "unalienable rights" as used in the Declaration of Independence?

5. Why do you think people in some of the colonies were prejudiced against trained lawyers?

6. Why were the first ten amendments (the Bill of Rights) added to the United States Constitution before it was even ratified by the new states? (Note: this would be a good time to review the basic provisions of the Bill of Rights.)

LESSON 3: THE TRIAL OF PETER ZENGER, 1735

The colonial governors appointed by the King of England were sometimes able, capable men, and sometimes they were petty tyrants who tolerated no political dissent and whose word was the law. Such a man was William Cosby, Governor of New York in 1735.

Background

John Peter Zenger, born in Germany, had immigrated to New York in 1710. He was a printer by trade. By 1735 he was owner and publisher of the New York Weekly Journal and was consistently publishing articles attacking the tyrannous and corrupt acts of Governor Cosby and other officials of the government. As a result, Zenger was imprisoned and charged with libel against the King's officials.

The Zenger trial was a landmark in the long struggle for civil rights and liberties. The fearlessness of Zenger in informing citizens of public corruption, of Andrew Hamilton, the elderly Philadelphia lawyer who dared the governor to disbar him, of a jury of honest men who wouldn't be intimidated--these men established precedents which in later years became the law of the land.

Suggested Questions for Class Discussion

1. What civil rights and liberties guaranteed by the Bill of Rights and the Fourteenth Amendment were violated before the arrest of Zenger, during his imprisonment and at the time of his trial?

2. What are some of the basic obligations of citizens for preserving the principle of "government of laws, not of men," which are highlighted in the taped presentation of Zenger's trial?

LESSON 4: THE LAST SIX-GUN SHERIFF

During the last half of the Nineteenth Century, the frontier of American civilization was moving westward so rapidly that in many instances the rule of law could not keep pace with the establishment of settlements. All kinds of people followed the frontier. There were the settlers seeking free or cheap land and a new life; there were the adventurers seeking excitement; there were the "bad men" who considered themselves beyond and above the law and attempted to rule settlements by terror and fear. But eventually, the settlers who had brought with them the heritage of rule of law had their way.

Background

The "West" in this period of our country's history, populated with courageous settlers, cattle barons, cowboys, adventurers, law men and bad men, is so steeped in legend as to defy the facts of history. This tape recording of The Last Six-Gun Sheriff is based on an episode in the life of the famous law man, Pat Garrett, in the 1880's. This recording satirizes the movie and television stereotype of the typical frontier law man. Successful law men probably had some characteristics in common but the "typical" ones did not exist except in legend and popular fiction.

The story also points up the fact that on the frontier, as in contemporary life, it was never possible to have enough law men to enforce the law without the help of citizens.

Suggested Questions for Class Discussion

1. What is the difference between the frontier law men as pictured in movies and on television and the law man in real life?

2. Why was it easy for the rule of law to break down in frontier settlements?

3. There was undoubtedly no such thing as a "typical" bad man in the days of six-gun sheriffs; however, they probably had some characteristics in common. What would be some of these common characteristics of bad men?

4. What are some legal restraints on the actions of law enforcement agents?

LESSON 5: LIBERTY UNDER LAW

In this recording, Judge Joe Greenhill, Justice, Texas Supreme Court, presents his viewpoints on the history and implications of the principle, liberty under law.

Background

The terms "civil liberties" and "civil rights" are generally used interchangeably; however, there is a fine distinction. Liberty refers to the immunities guaranteed the people, that is, restraints on government interference. Rights refer to those things government must provide for people such as protection, legal assurance for specific civil and political actions. These rights and liberties are explicit in the Bill of Rights and in other amendments to the Constitution, particularly the Fourteenth.

Judge Greenhill points out that constitutional democracy, as it exists in the English speaking countries, has a long heritage that goes back to the Magna Carta. He emphasizes, however, that totalitarian countries also have written laws and written constitutions which provide for many of the individual rights and liberties that sound familiar. One real difference is that the United States Constitution provides for an independent judiciary. In communist countries the judiciary is subject to the will of the chief executive.

Suggested Questions for Class Discussion

1. What is meant by the term "independent judiciary"? (Students at this point could review in their civics texts the provision for separation of powers, or checks and balances among the three branches of our government.)

2. Why is it necessary to have one code of laws that applies equally and impartially to all citizens--good and bad--if rule of law is to be effective?

3. What can happen to a judge if he disregards the laws which govern his actions?

*PRE-QUIZ FOR LESSON 1 AND POST-QUIZ FOR LESSON 16

To the student: Mark an X in front of the statement which you think is correct.

1. Government of law, not of men, is more likely to exist in (a)_____a totalitarian government, (b)_____ a constitutional democracy, (c)_____absolute monarchy, (d)_____an oligarchy.

2. In a country governed by a dictator the court system or judiciary is (a)_____free from outside interference, (b)_____not allowed to function, (c)_____dependent upon the will of the majority of citizens, (d)_____dependent upon the will of the dictator.

3. The first great American document that proclaimed equality of all men was (a)_____the Articles of Confederation, (b)_____the Bill of Rights, (c)_____the Declaration of Independence, (d)_____the Writs of Assistance.

4. A famous newspaper publisher whose trial established the principle of freedom of the press in colonial times was (a)_____John Hancock, (b)_____James Otis, (c)_____Peter Zenger, (d)_____Patrick Henry.

5. The system of laws in the United States has been patterned after the system of laws of (a)_____Greece, (b)_____Rome, (c)_____England, (d)_____France.

6. The Bill of Rights, or the first ten amendments to the United States Constitution, are concerned largely with the (a)_____citizens' obligations to the government, (b)_____citizens' rights, liberties and immunities, (c)_____States' rights, (d)_____aliens' rights.

7. A citizen of this country is a person who (a)_____has lived in the United States for at least 10 years, (b)_____has lived in the United States 20 years, (c)_____pays income tax in the United States, (d)_____was born or naturalized in the United States.

* Quiz pages, 15-17, may be removed from book for multiple duplication by teacher.

8. A person being tried for a crime (a)_____is not required to testify unless the judge orders him to do so, (b)_____is not required to testify, (c)_____is not required to testify unless a juryman requests it, (d)_____is not required to testify unless the district attorney requests it.

9. A person who has been tried for a crime and acquitted by a jury (a)_____cannot be tried again for the same crime unless a witness at the trial later changes his testimony, (b)_____cannot be tried again for the same crime unless new evidence is found, (c)_____cannot again be tried for the same crime, (d)_____cannot be tried again for the same crime unless the Supreme Court orders it.

10. When any eligible citizen receives a summons to serve on the jury, he (a)_____does not have to report for jury duty if he prefers not to do so, (b)_____has to report for jury duty unless exempt by the judge or the district clerk, (c)_____does not have to report for duty if he notifies the judge in writing 24 hours in advance, (d)_____does not have to report for duty if he notifies the district clerk 24 hours in advance.

11. The legal age in Texas for purchasing, consuming, or possessing alcoholic beverages is (a)_____at least 18 years, (b)_____at least 21 years, (c)_____at least 16 years, (d)_____at least 17 years.

12. The Texas compulsory school attendance law requires children to attend school from the age of (a)_____6 years to 15, (b)_____6 years to 16, (c)_____7 years to 17, (d)_____7 years to 18.

13. In Texas, a person is considered a minor until he or she reaches the legal age which is (a)_____18, (b)_____19, (c)_____20, (d)_____21.

14. The legal age for voting in Texas is (a)_____18, (b)_____19, (c)_____20, (d)_____21.

15. According to Texas law, a female juvenile delinquent is one who commits a crime and who is (a)_____over the age of 5 years, but under 12, (b)_____over the age of 7 years, but under 15, (c)_____over the age of 8 years, but under 16, (d)_____over the age of 10 years, but under 18.

16. According to Texas law, a male juvenile delinquent is one who commits a crime and who is (a)_____ over the age of 10 years, but under 17, (b)_____over the age of 5 years, but under 12, (c)_____over the age of 7 years, but under 15, (d)_____over the age of 8 years, but under 15.

17. Juvenile court proceedings are not open to the general public in order to protect (a)_____the judge, (b)_____ the defense attorneys, (c)_____the plaintiff, (d)_____the delinquent juvenile.

18. The crime most frequently committed by juvenile females is (a)_____damage to personal or public property, (b)_____injury to persons, (c)_____running away from home, (d)_____carrying concealed weapons.

19. The crime most frequently committed by juvenile males is (a)_____injury to persons, (b)_____theft of or damage to property, (c)_____shoplifting, (d)_____carrying concealed firearms.

20. Misdemeanor theft is stealing something, the value of which is (a)_____more than $5.00 but less than $25.00, (b)_____more than $10.00 but less than $25.00, (c)_____more than $25.00 but less than $50.00, (d)_____more than $5.00 but less than $50.00.

21. Felony theft is stealing anything, the value of which is (a)_____more than $5.00 but less than $25.00, (b)_____more than $25.00 but less than $50.00, (c)_____more than $50.00, (d)_____more than $75.00.

22. If a person borrows and drives a car on a public road or highway without the owner's consent, he has (a)_____committed a wrong but not a crime, (b)_____not committed a crime if he returns it within 5 hours, (c)_____not committed a crime if he returns it within 24 hours, (d)_____committed a crime punishable by a fine or jail sentence or both.

23. Interference with a policeman in the performance of his duty is (a)_____not a crime, (b)_____is a crime, (c)_____is a crime only if the policeman is injured, (d)_____is a crime only when the policeman is arresting a suspect.

24. If a person breaks a law without knowing it is a law, he (a)_____is not held accountable, (b)_____is held accountable, (c)_____is not held accountable if a friend testifies he was ignorant of the law, (d)_____is not held accountable but is placed on probation for 6 months.

25. If a person deliberately burns his draft card, he may be (a)_____drafted into the Peace Corps at once, (b)_____fined or imprisoned or both, (c)_____reprimanded by his local draft board, (d)_____made to purchase another one.

LESSON 6: DUE PROCESS OF LAW

This recording dramatizes some imaginary episodes based on the signing of the Magna Carta in 1215, which Judge Greenhill mentioned in Lesson 5 as a landmark in the struggle for human liberty and the principle of rule of law.

Background

The story presented in this lesson satirizes certain aspects of the feudal system, particularly the vast gulf between the station of lord and servant.

In the Magna Carta, King John agreed to certain limitations on his powers, largely for the benefit of the great feudal barons. The document contained few guarantees specifically protecting the common people; however, the statements against the oppression of all subjects were interpreted by later generations as guarantees of such rights as trial by jury and habeas corpus.

To the English, the Magna Carta's greatest importance was that it established the principle that the power of the ruler was not absolute. Historically, the human rights and liberties set forth in the document served as a precedent for the growth of constitutional government.

Suggested Questions for Class Discussion

1. Compare the wording of the Magna Carta with that of the Bill of Rights and the Fourteenth Amendment to the United States Constitution. (Note: The Magna Carta was originally written in Latin. A copy of the English text is included with the designs for transparencies. It would probably be preferable to duplicate the text for students rather than to make transparencies.)

2. In the story presented, what were some of the inequities between barons and servants in the application of the laws of the land?

3. What does the term "due process of law," as used in the Bill of Rights and Fourteenth Amendment, mean to you?

LESSON 7: MY HOME, MY CASTLE

The title of this recording, "My Home, My Castle," is taken from an old saying that has long expressed the common man's feeling about his right to privacy. During the last few years of English rule in the colonies, the people were as bitter about the intrusion of government into their private lives as they were about the restrictions of their political rights. The guarantees of certain immunities so forcefully stated in the First, Third, and Fourth Amendments to the Constitution reflect these early resentments of the people.

Background

During the French and Indian War, the British were in serious need of money for the armed forces and, as a means of raising it, decided to press the collection of customs duties which many colonist had been evading. In an effort to prevent smuggling, British customs officers were given Writs of Assistance which allowed them to search any place, any time, and to confiscate anything they believed to be smuggled goods. The Writs were repealed before the outbreak of the Revolutionary War, but not before there was violence and bloodshed.

This dramatization particularly emphasizes the liberties guaranteed in the Fourth Amendment.

Suggested Questions for Class Discussion

1. What are the provisions of the Fourth Amendment?

2. What are the strict limits placed on a search authorized by a warrant?

3. Why do you think the Supreme Court ruled in 1914 that materials obtained as a result of an unlawful search or seizure (without a warrant) could not be used as evidence against an accused person?

4. Can you think of any logical circumstances in which private property could be searched by law enforcement officials without a warrant to obtain evidence?

LESSON 8: CITIZENS' RIGHTS AND RESPONSIBILITIES UNDER LAW

In this recording, Judge Tom Reavley, Justice, Texas Supreme Court, gives some of his views concerning citizens' responsibilities and obligations as well as rights and legal duties.

Background

In ancient Greece, the term "citizen" meant those persons who had the right to take part in discussion of public issues, in the selection of government officials and in the government itself. In Rome also, citizens were those people who could participate in government, and when Roman citizenship was extended to all inhabitants of the empire, the foundations were laid for local self-government as it is interpreted in Western countries.

In the Middle Ages, this concept of citizenship and self-government all but disappeared, and ownership of property determined the extent to which a person could enjoy participation in the political life of the state. The French Revolution and the American Revolution went a long way in establishing the principle of citizenship in the sense of active political freedom regardless of status or religion. It was a long time, however, before full, unrestricted political participation was allowed all citizens in England and the United States.

Suggested Questions for Class Discussion

1. How does Judge Reavley define a legal right?

2. How is a legal duty defined? Give examples.

3. What are the distinctions between legal duties and those responsibilities or obligations of citizens which are essential if the rule of law is to be effective?

4. What does Judge Reavley mean when he says he is not committed to the "status quo"?

5. Judge Reavley says that debating our opinions is the life blood of a democracy. What does he mean when he urges that we learn to debate our opinions more responsibly?

LESSON 9: TWELVE GOOD MEN AND TRUE

This story is based on facts relating to an episode in the life of William Penn in which he and his fellow Quakers were accused of disturbing the peace. The significance of the story lies in the courage of twelve jurymen who refused to be intimidated by a royal judge who was determined that Penn and his friend should be found guilty and imprisoned.

Background

The English jury and the idea of trial by jury actually antedates the Magna Carta; however, the early jurors were not triers of facts in legal disputes, but were persons acquainted with the situation in question who testified only out of personal knowledge. It was not until after the Twelfth Century that jurors decided on oath the question of guilt. Those countries that adopted the English common-law system regarded trial by jury as the best protection against political tyranny. One of the abuses mentioned in the United States Declaration of Independence and the Texas Declaration of Independence was that people were often deprived of the right of trial by jury.

Judge Reavley discussed jury service as one of the important legal duties of citizens.

Suggested Questions for Class Discussion

1. What are the differences in the duties of the grand jury and the petit jury? (See civics textbook)

2. If a citizen receives a summons for jury duty, does he have to serve? What are his legal obligations?

3. During a trial, can an attorney ask a witness any question he wishes? Can he also introduce any evidence he wishes?

4. Why is service on the jury an important responsibility which citizens should take seriously?

5. Why is it essential for juries to be independent of outside influence?

LESSON 10: EQUAL BEFORE THE LAW

This tape presents some interesting ideas about the "confluence of cultures" in our country's development by dramatizing incidents relating to the construction of the first transcontinental railroad. The story highlights the fact that, while people with worldwide backgrounds united in the building of the nation, many did not enjoy equal protection of the laws guaranteed by the Constitution.

Background

The concept of equal protection of the law is clearly implied in the Federal Bill of Rights, but the principle was not specifically stated as it had been in the Declaration of Independence. It was not until after the Civil War when the Fourteenth Amendment was adopted that any specific guarantees of equality before the law were actually spelled out. This amendment states clearly and concisely that no state "shall deny any person within its jurisdiction the equal protection of the laws".

The Fourteenth Amendment was adopted in 1868, but it was not until 1886 that a case raising the question of equal protection came before the Supreme Court. The case involved a Chinese laundryman named Yick Wo who lived in San Francisco. His story and the outcome of the Supreme Court decision are told in the tape recording for this lesson.

Suggested Questions for Class Discussion

1. How does the Fourteenth Amendment to the Constitution implement the principle that "all men are created equal"?

2. What are the various subjects covered in the Fourteenth Amendment?

3. Did the Supreme Court's decision in the case of Yick Wo attack the content or wording of the San Francisco law, or did it attack the way the law was applied?

4. Why do you think prejudice against Chinese existed in California?

5. In what other Constitutional amendment is the phrase "due process of law" used? How does its use differ with the "due process" statement in the Fourteenth Amendment?

LESSON 11: THE LAW AND JUVENILE DELINQUENTS

This is an interview with Judge Charles O. Betts, of the 98th District Court and of the juvenile court of Travis County. Judge Betts discusses the philosophy of the juvenile court today and its role in preventing and correcting juvenile crime.

Background

Juvenile courts were not common in this country until around the turn of this century, when the social conscience of citizens caused states to judge children and juvenile offenders separate from adult criminals. In discussing the philosophy of juvenile courts and their various relationships to juvenile delinquents, Judge Betts uses the term "parens patriae," which is mentioned also in several lessons which follow. The literal translations from the Latin, "father of the country," sounds farfetched, but in legal terminology, it means the right of a state to act in place of parents in the interest of a child or juvenile.

In this discussion, two other purposes of the juvenile court are of major significance: the rehabilitation of the child or youth and the protection of the state.

Suggested Questions for Class Discussion

1. What are the chief differences between the juvenile and regular court? Why is there a difference?

2. In Texas law, what is a "juvenile delinquent"? Why do you think the ages of boys and girls are different?

3. If a child is not held accountable for the crime he commits, what jurisdiction does the State have, if any?

4. Do you agree that delinquency should be treated as a communicable disease by the State?

5. If juvenile court procedures are confidential and not open to the public, how could an offender's record be used against him in his future life?

LESSON 12: THE GAULT CASE

The Gault case, which is narrated for this lesson by Louis Grigar, Consultant in Social Studies, Texas Education Agency, is the most significant Supreme Court decision concerning juveniles in many years. This case was referred to by Judge Betts in Lesson 11 and is likely to be mentioned in future news stories as state juvenile courts come to realize the full impact of this decision.

Background

The Supreme Court decision handed down in the case of Gerald Gault, a juvenile resident of the state of Arizona, did not nullify the juvenile court philosophy that juveniles should have special protection; however, the Court did decide that a juvenile was entitled to all of the due process of law procedures described in the Fourteenth Amendment which were not afforded Gerald Gault.

It is important that teachers make it entirely clear to students that the Court did not decide on Gault's innocence or guilt, but rather on the procedures the State used in committing him to a correctional institution.

Students may want to know what later happened to Gerald Gault. He did not continue a life of crime. When last reported, he was studying law at a university in California.

The teacher might find it interesting to read the review of majority and minority opinions in this case in the May, 1968 issue of Social Education.

Suggested Questions for Class Discussion

1. What is meant by "due process of law" as used in the Fourteenth Amendment? Explain what violations of this amendment provided the basis for appealing to the Supreme Court.

2. How will the Gault decision change procedures in juvenile courts?

3. What are some rather minor violations, thoughtless or otherwise, which could lead to arrest and a session in juvenile court?

LESSON 13: YOU AND THE LAW

This tape is an interview with Mr. John Cocoros, State Director, National Council on Crime and Delinquency, concerning some implications of the growth of juvenile crime and delinquency in the United States.

Background

The statistics and information quoted in the interview with Mr. Cocoros, and those used in the designs for transparencies, have been taken directly from a recent publication issued by the F. B. I., Crime in the United States; Uniform Crime Reports, 1967. These reports should be of particular interest to social studies teachers inasmuch as there is now such widespread concern over the increasing crime rate and the capability of our law enforcement agencies to cope with it. Also, these reports, which are issued annually, provide this country's only nationwide view of crime. They are available for $1.25 from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.

Teachers will recall that Congress this year passed the Omnibus Crime Control and Safe Streets Act of 1968, which will provide financial and other assistance to local and state law enforcement agencies for the purpose of improving the performance of law enforcement. This should be a continuing area of interest for both students and teachers.

Suggested Questions for Class Discussion

1. How does Mr. Cocoros define a crime?

2. What factors have contributed to the rising crime rate in the United States?

3. How has the nature of crime changed within this generation? Why?

4. If the primary aim of imprisonment is not punishment, what purpose do prisons serve?

5. What is the difference between a misdemeanor and a felony?

LESSONS 14 AND 15: JUVENILE OFFENDERS LOOK AT THEIR CRIMES; INTERVIEWS WITH A GIRL NAMED VALERIE AND A BOY NAMED BRUCE

These recordings are two of a series of interviews with young juvenile offenders who have been committed to correctional institutions in various parts of the country. The title of the series is Listen to Their Voices. The interviews were conducted by staff members of the Brookshire Farm Institute for Training and Research, Canaan, New York.

The interviews with Valerie and Bruce were selected for use in Lessons 14 and 15 because they exemplify two interesting young delinquents who learned to come to terms with themselves and some of their problems. The background information and suggestions for the two class discussions have, therefore, been combined to avoid repetition since the two cases have many similarities.

Background

It is easy to talk about juvenile delinquency in terms of the number and character of offenses committed, but it is difficult to describe a delinquent boy or girl, as the listener will recognize in the interviews with Valerie and Bruce.

All children have basic needs which somehow they will attempt to satisfy. If they are thwarted, they will attempt to protect themselves from frustrating experiences, a frequent response being over-aggression as with Valerie and Bruce.

Some Suggestions for Use of the Tapes

1. It is especially important that the teacher listen critically to these two taped interviews before using them in class so that any portion considered inappropriate for the group can be erased or cut. If the teacher wishes to substitute other materials for these two lessons, it is suggested that experiences be planned which will give students of this age group some understanding of the problems and viewpoints of students who have been committed to correctional institutions. Counselors or psychologists who serve the school could assist the teacher in planning substitutions for Lessons 14 and 15 if this is considered preferable.

2. After students have listened to these two interviews, it is suggested that the teacher direct class discussion toward the positive aspects of Valerie's and Bruce's problems. For example, both of these young people are able to analyze their problems objectively and intelligently. They do not feel sorry for themselves nor do they have a tendency to

blame others for their difficulties. They are not bitter, especially about their relationship to the correctional institutions to which they have been committed. Both are above average in native ability and they do well in their studies. Finally, both have love and affection for members of their families.

3. The following are suggested questions for discussion concerning Valerie and Bruce.

Valerie

(a) What is the picture you get of Valerie's brother from her comments?
(b) What do you think Valerie meant when she said that some of her problems came about because she "identified" with her mother?
(c) What are some of the things important to Valerie that she seems to have learned at the correctional school?
(d) After listening to the interview with Valerie, do you have a mental picture of her? What she is like?

Bruce

(a) Do you think Bruce could easily be led into trouble by his friends? What does he say about his temperament?
(b) We know Bruce was above average in ability, yet he seems to feel that part of his trouble was that for a long time he was a poor reader. Does this make sense to you?
(c) After listening to the interview, what do you think of Bruce as a person? Do you feel he will accomplish the things he aspires to do?

LESSON 16

See instructions for Lesson 16 on pages 9-10.

ADDITIONAL MATERIALS

This short, selected list is intended to direct attention to some of the readily available resources which emphasize the case study as an effective approach for teaching students to analyze critically some of the principles or concepts relating to citizens' basic rights, liberties and responsibilities.

After completing this study, it would be helpful to the Agency staff in revising this guide if schools would list any other related materials they have used which were effective in stimulating student interest in class discussions.

The materials below are listed alphabetically by title, not in order of priority.

CIVIL LIBERTIES; CASE STUDIES AND THE LAW, by Donald Parker & Others. Houghton Mifflin Company, 6626 Oakbrook, Dallas, Texas 75235. 1965. $2.25

This brochure (242 pages) was developed at the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University. Includes a series of case studies relating to these topics: (a) Protecting the Rights of the Accused, (b) Equal Opportunity Under Law, (c) Property and Economic Rights, (d) Freedom of Religion, and (e) Freedom of Expression (Speech, Press, Assembly). After each case described, the laws or legal implications involved are explained.

EQUAL JUSTICE UNDER THE LAW; THE SUPREME COURT IN AMERICAN LIFE, prepared by the Foundation of the Federal Bar Association in cooperation with the National Geographic Society. 1965. Grossett and Dunlap, Inc., 51 Madison Avenue, New York, New York 10010. $3.95

Abundantly illustrated, this booklet tells the story of the development and changing viewpoints of the Supreme Court. Includes narrative accounts of some of the most significant Supreme Court decisions.

JUDGMENT, Department of Social Education, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

A series of case studies which explain for laymen of junior and senior high school age some of the most significant recent

decisions of the U. S. Supreme Court. Judgment is published four times each year as a part of Social Education, the monthly journal of the National Council of the Social Studies. Reprints of each issue are available from the Civic Education Service at the following prices:

20 copies, any one issue	$4.00
30 copies, any one issue	5.00
40 copies, any one issue	6.00
over 40 copies, any one issue	.15 each
under 20 copies	.30 each
Minimum order	1.00

Teachers' editions are sent free with every order of 20 or more copies of any one issue.

All inquiries should be sent to Civic Education Service, 1733 K Street, N.W., Washington, D. C. 20006.

LAWS TEEN-AGERS SHOULD KNOW, compiled by the Honorable Preston Smith, Capitol Station, Austin, Texas 78711.

A short brochure including a compilation of some of the Texas laws most commonly violated by young people.

Single copies available without charge.

OPERATION TEENAGER, prepared by Department of Corrections, Division of Education, Box 32, Huntsville, Texas 77340.

A thirty-minute 16mm film developed by the Department of Corrections for use in junior and senior high schools. Available from the Department upon request.

RIGHT OF TRIAL BY JURY SHALL REMAIN INVIOLATE; A HANDBOOK FOR JURORS, prepared by the State Bar of Texas, Box 2186, Capitol Station, Austin, Texas 78711.

A clear, concise little handbook designed to give full information about jury service for prospective jurors. Cost is $.04 each. Write directly to the State Bar and enclose payment.

SOCIAL EDUCATION, April, 1968, (Vol. XXXII, No. 4), National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. $1.00

Official journal of the National Council for the Social Studies, published in collaboration with the American Historical

Association. This particular issue is devoted entirely to the subject of "Law and the American Society." The articles in this issue will be helpful to the teacher in teaching broad concepts relating to law in our society.

TEENAGERS AND THE LAW, by Paul Hanna. Ginn and Company, 9888 Monroe Drive, Dallas, Texas 75229. 1967. $2.25

This brochure was first printed by Palo Alto High School and later by the Palo Alto Chamber of Commerce, Palo Alto, California. Of the several references listed, this includes the most comprehensive discussion of laws and legal terminology which should be of interest to junior and senior high school students. Cases are cited to clarify specific principles of law.

The author is a practicing attorney in Palo Alto, California.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN; A CIVICS CASEBOOK, by Charles N. Quigley. Ginn and Company, 9888 Monroe Drive, Dallas, Texas 75229. 1967. $1.88

Includes five units of study based on the principles of a constitutional democracy and those concepts in the Constitution and Bill of Rights that are designed to preserve the essential values of American democracy. The selections or cases included in this bulletin have been drawn from literature, history, and court records. Many of the cases are simplified versions of real situations that have been significant in the development of our constitutional rights and liberties.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN; A TEACHING GUIDE, by Charles N. Quigley. Ginn and Company, 9888 Monroe Drive, Dallas, Texas 75229. 1967. $1.88

The teaching guide is essential for effective use of the casebook above. The guide gives the teacher step by step help in leading students to examine issues which may be controversial and for using the inductive or "case method" approach in developing concepts.

YOU AND THE LAW, prepared by Kiwanis International in cooperation with the National Council on Crime and Delinquency, 101 East Erie Street, Chicago 11, Illinois. 1963.

A fifteen-page brochure which defines and illustrates by cases or situations some of the crimes most commonly committed by minors. Good for stimulating class discussion of legal implication of many actions by young people not intended as crimes.

Price list for these pamphlets including teaching aids is as follows:

To obtain small quantities (1-25 copies) write to National Council on Crime and Delinquency, 44 East 23rd Street, New York, New York 10010.

1-9 copies	$ .25 each
10-15 copies	.17 each
16-25 copies	.15 each

To obtain 100 or more copies write to Kiwanis International at the above address.

100-499 copies	$4.00 per 100
500-999 copies	3.60 per 100
1000 or more copies	30.00 per 1000

YOUTH AND THE LAW; A HANDBOOK FOR YOUNG PEOPLE AND PARENTS, by Carol Vance. Harris County District Attorney. Houston Post. 2410 Polk Avenue, Houston, Texas 77001

A fourteen-page brochure published as a supplement to the October 20, 1968, issue of the Houston Post. Explains briefly some of the crimes most frequently committed by minors. Each type of crime is illustrated by a realistic situation involving minors and the legal implications of their involvement. Good for stimulating class discussion.

Available from Houston Post at the above address at the following rates:

(a) Single copy sold over the counter at Houston Post offices (not mailed)	.10 each
(b) 1-10 copies if mailed	.25 each
(c) 11-500 copies if mailed	.10 each
(d) More than 500 copies if mailed	.06 each

For further information write directly to the Educational Division, Houston Post.